



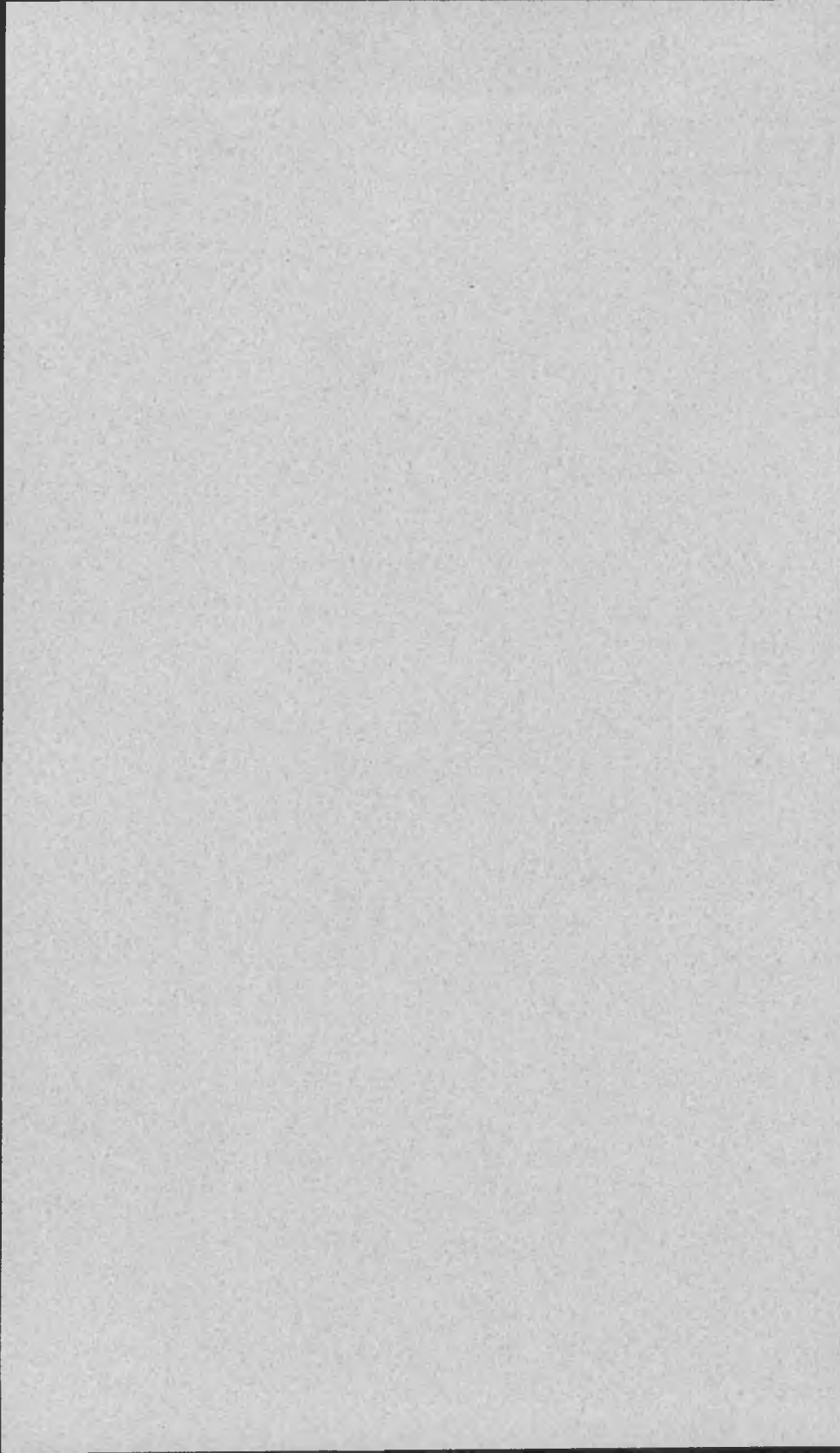
Cornell
University

ANNOUNCEMENTS

New York State
College of
Human Ecology

1970-71

A Statutory College of the State University,
At Cornell University, Ithaca, New York



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CORNELL UNIVERSITY ANNOUNCEMENTS

Volume 62 of the Cornell University Announcements consists of twenty-four catalogs, of which this is number 4, dated April 23, 1970. Publication dates: twenty-four times a year (four times in August and October; three times in March; twice in May, June, July, September, and November; once in January, April, and December). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.

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The courses and curricula described in this *Announcement*, and the teaching personnel listed therein, are subject to change at any time by official action of Cornell University.

Cornell Academic Calendar

1970-71*

Registration, new and rejoined students	Th, Sept. 10
Registration, old students	F, Sept. 11
Fall term instruction begins, 7:30 A.M.	M, Sept. 14
Midterm grade reports due	S, Oct. 24
Thanksgiving recess:	
Instruction suspended, 1:10 P.M.	W, Nov. 25
Instruction resumed, 7:30 A.M.	M, Nov. 30
Fall term instruction ends, 1:10 P.M.	S, Dec. 19
Christmas recess	
Independent study period begins	M, Jan. 4
Final examinations begin	M, Jan. 11
Final examinations end	T, Jan. 19
Interession begins	W, Jan. 20
Registration, new and rejoined students	Th, Jan. 28
Registration, old students	F, Jan. 29
Spring term instruction begins, 7:30 A.M.	M, Feb. 1
Deadline: changed or make-up grades	M, Feb. 8
Midterm grades due	S, Mar. 13
Spring recess:	
Instruction suspended, 1:10 P.M.	S, Mar. 27
Instruction resumed, 7:30 A.M.	M, Apr. 5
Spring term instruction ends, 1:10 P.M.	S, May 15
Independent study period begins	M, May 17
Final examinations begin	M, May 24
Final examinations end	T, June 1
Commencement Day	M, June 7
Deadline: changed or make-up grades	M, June 14

* The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.



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Cornell University

HUMAN ECOLOGY

The focus of the program of the New York State College of Human Ecology is on the study of human development and the quality of the human environment. The College seeks to enhance the well-being of individuals and families through research, education, and application of knowledge in the physical, biological, and social sciences, and the humanities. The College is particularly concerned with problems of human welfare and family well-being which are of compelling significance in contemporary society.

The New York State College of Human Ecology at Cornell University is a state-supported statutory college, one of several professional colleges of the State University of New York.

The New York State College of Human Ecology offers instruction and research facilities to serve the needs of the State. Linked with these is the public service program, including Cooperative Extension, which reaches into communities and homes throughout the State. The five departments of the College are Community Service Education, Consumer Economics and Public Policy, Design and Environmental Analysis, Human Development and Family Studies, and Human Nutrition and Food. As the names imply, the departmental programs are directed toward the focus of the College.

The New York State College of Human Ecology, as part of Cornell University, gives students the opportunity to elect studies in many fields. Graduate students majoring in one of the fields offered by the College frequently combine this major with appropriate minor fields in other divisions of the University.

THE UNDERGRADUATE PROGRAM

OBJECTIVES

The aim of the undergraduate program of the New York State College of Human Ecology is twofold: to provide, through the facilities of the College and the University, a liberal education in the social and natural

sciences, the humanities, and the arts; and to provide specialized instruction, based upon these disciplines, as preparation for professional careers in which the interests and well-being of the individual, the consumer, and the family are paramount.

The program of liberal studies emphasizes those subjects that have aided man to understand himself and the world in which he lives. It also furnishes the student with basic knowledge required as part of his education for successful professional work in a society that is changing both technologically and socially. The specialized studies relate basic knowledge to an understanding of the interrelated needs of individuals, families, and society in such areas as consumer behavior and expenditure, nutrition, environmental and product design, and human psychological and social development. Because the educational program of the College emphasizes both breadth of knowledge and its application to the solution of human problems, it offers professional or preprofessional preparation for an increasing variety of positions.

STUDENT PARTICIPATION

Students have played an active role in the development of the College program since its earliest history and have had two members on the faculty committee concerned with educational policy since the 1940s. Under the present College organization, each department has a Departmental Council composed of two graduate students and four undergraduate students, elected by the students from among those majoring in the department, and four faculty members selected by the department faculty. The Departmental Councils are a forum for communication and discussion among faculty and students on matters of academic policy and procedure. The councils may set up ad hoc panels for hearing student grievances, except those which are the responsibility of other college or University groups, and for recommending solutions for such grievances to the appropriate decision-making body.

The graduate and undergraduate student members of the Departmental Councils meet with the dean to discuss academic matters and issues of mutual interest. This group selects from among its members two students to be members of each of the following standing committees of the faculty: Committee on Undergraduate Education; Committee on Academic Services; Committee on Graduate Education.

In addition to participating in the development of College policy and program through the organizations described above, students have an opportunity to affiliate with several special interest groups: Student chapter, American Association for Textile Technology; Cornell chapter, American Home Economics Association; and the Cornell student chapter, National Society of Interior Designers.

REQUIREMENTS FOR THE B.S. DEGREE¹

Effective February 1970²

A candidate for the degree of Bachelor of Science must complete 124 credit hours of required and elective work during four years,³ including four credits of physical education (one credit in each of the first four terms), unless excused by the University Committee on Requirements for Graduation through the committee's representative in the Office of Records and Scheduling. A quality point cumulative average of 1.7 (C—) or better is required for graduation.

A residence requirement is stated in University legislation as follows (University Faculty, November 1962):

A candidate for an undergraduate degree of Cornell University shall be required to spend the last two terms of his candidacy in residence at this University, except that, with the consent of the special faculty concerned, a candidate may carry on the work of either or both of these terms *in absentia*, provided that before he receives the degree he pass such examination or make such a report as the faculty supervising his work may require of him, and that during the period of his absence he be registered as a student of this University and pay a fee of such amount as the Board of Trustees may fix. This residence and registration requirement shall not apply to a candidate carrying on work away from Cornell University, with prior approval of the special faculty concerned, when such work is equivalent to eight semester hours credit or less.

1. A student who is readmitted to the College will be held for graduation requirements in effect when he reenters. Courses offered as substitutes for requirements in human ecology will be accepted on recommendation by the departments concerned. Courses offered as substitutes for other subject requirements will be evaluated by the Office of Records and Scheduling.

2. Students following requirements in effect before September 1968, should consult the 1968-69 *Announcement* of the College for details. Students who matriculated in September 1968 and February and September 1969 are required to complete 125 credits for the degree, distributed as described below except that forty-one credits in human ecology are required including Counseling Service 100.

3. A student who entered as a first-semester freshman and who completes all the graduation requirements in less than eight semesters may continue to register as an undergraduate until eight semesters are completed. However, such a student will be required to carry a semester program of at least twelve credit hours in the period following the completion of the graduation requirements.

A student who entered as a transfer with advanced standing may register as an undergraduate for a ninth semester only if this is necessary in order to complete the requirements of his major or one of the professional programs (ADA or Teacher Certification). He must carry a minimum of twelve credits in the ninth semester. Registration for a ninth semester must be approved by the associate dean for undergraduate education.

Credit Requirements for the B.S. Degree⁴

(For Students Matriculating in February 1970)

*Credit
Hours*

- I. Natural and Social Sciences 24
 - A. To include six credits in natural sciences selected from Biological Science 101-102, Biological Science 103-104, Biological Science 280, Biological Science 281, Biological Science 210, chemistry, physics.
 - B. To include six credits in social science selected from economics, psychology (including Education 110, 411, 417 in the College of Agriculture), sociology (including rural sociology), Human Development and Family Studies 115 and 162.
 - C. Remaining twelve credits to be selected from any of the areas listed in (A) and (B) or from anthropology, biochemistry, microbiology, and government.
- II. Communication, Analysis, and Humanities 15
 - A. To include six credits in Freshman Humanities or equivalent.
 - B. Remaining nine credits may be selected from art, communication arts, comparative literature, drawing, English, foreign language (ancient or modern), history, history of art, history of architecture, mathematics, music, philosophy, statistics, theatre arts, and Design and Environmental Analysis 100.
- III. Human Ecology 40
 - A. When a departmental major is elected by a student, the forty credits must:
 - 1. include work in two departments outside the department of major study.
 - 2. include fifteen credits outside the department of major study with at least six credits or two courses to be taken in one department.
 - B. When an interdepartmental major is elected by a student, the forty credits must include work in at least three departments, and no more than twenty-five credits in any one department.
- IV. Electives 41
 - A. Not more than twenty-one credits may be in the endowed divisions of the University.⁵
 - B. A minimum of twenty-six credits must be left free, i.e., they may not be infringed on by requirements of a major (departmental or interdepartmental).
- Physical Education 4

Majors and Individual Programs

Each student is required to complete a major as part of the requirements for the B.S. degree unless he has the approval of the faculty to follow an individually developed program.

The departmental major is a basic program of work in the field on which a student is expected to build additional appropriate courses in terms of his special interests: to prepare for graduate work, to prepare for a profession, or for personal satisfaction. General information about departmental majors appears in the descriptions of the departments (see p. 59). In addition to these majors, there is an interdepartmental major for students preparing for home economics teaching. Detailed information about the requirements of each major may be obtained from the Division of Academic Services.

Provision is made for a student who wishes to deviate from the specific requirements for the B.S. degree to petition the faculty to approve a modified program. Approval will be given when, in the judgment of the faculty, the proposal results in an educational program that gives promise of achieving the individual's objectives, assuming they are appropriate within the focus of the College, more effectively than would the regular requirements for the degree.

Students who wish to graduate under an individual curriculum must petition the Faculty Committee on Undergraduate Education for approval. Students may obtain petition forms from their counselor.

COMMENCEMENT

Students who complete their work for the degree in February or September may participate with their class in the Commencement exercises in June if they wish to do so.

ACADEMIC HONORS

DEAN'S LIST. Excellence in academic achievement is recognized each semester by placing on the Dean's List the names of students who have completed satisfactorily at least twelve credits with letter grades other than S or U and have received an average of 3.5 or higher for the semester. No student who has received an F or U in an academic course will be eligible.

4. A student may petition the Committee on Undergraduate Education to approve an individual program, see p. 39.

5. Courses may be taken outside the State Colleges beyond this limit of twenty-one credits only during the student's last semester prior to graduation, and provided that the hours taken in excess of twenty-one credits are also in excess of the 124 hours required for graduation, and upon payment of the per credit hour fee. In 1969-70 the fee was \$57.8125 per credit.

Courses taken to meet I and II may be taken without charge, except that credit for any course given in an endowed division will, in case of failure, be charged against the twenty-one credits allowed under Group IV.

DEGREE WITH DISTINCTION. The degree with distinction recognizes outstanding scholastic achievement and is conferred upon those seniors whose academic standing at the end of seven semesters is in the top 5 percent of the graduating class. The graduating class includes those students who will complete requirements for the degree of Bachelor of Science in February, June, or September of the same calendar year.

Transfer students, to be eligible for consideration, must have completed forty-five credit hours of work at Cornell. In determining the academic standing of a transfer student, previous work taken at another institution is included in the computation of the student's academic average.

The names of those seniors who meet these requirements are presented to the faculty of the College for approval.

DEGREE WITH HONORS. The degree with honors recognizes outstanding scholastic achievement in an academic field. Programs leading to a degree with honors are offered to selected students by the Departments of Design and Environmental Analysis, Human Development and Family Studies, and Human Nutrition and Food. Information about admission to the programs and their requirements may be obtained from the Departments or from the Division of Academic Services.

OMICRON NU. The purposes of Omicron Nu, the home economics honor society, is to recognize superior scholarship and to promote leadership and research in the field of home economics. Membership denotes a superior academic standing and a record of leadership or potential for leadership. Students are eligible if, as juniors, they are in the upper 15 percent of their class, or as seniors, they are in the upper 25 percent of their class; both juniors and seniors must have a cumulative average of not less than B. Graduate students who meet a specific set of eligibility requirements also may be elected.

DIVISION OF ACADEMIC SERVICES

The Division of Academic Services has responsibility for the counseling and admission of undergraduates and the placement of both undergraduate and graduate students. The Division has six counselors, including the chairman of the Division, as well as a director and an associate director of career planning and placement.

The counselors work with students throughout their college years on matters of educational, vocational, and personal concern. Through individual conferences and group discussions, the counselor assists students in exploring values, interests, goals, and other personal and social questions. He also helps students to become aware of vocational opportunities and of various College and University programs available to them. Frequently, students also have a faculty adviser in their department of major interest.

ORIENTATION

Orientation to the College and to the University begins in the summer before students arrive on campus. The Division of Academic Services sends information to all entering students to assist them in planning their fall term schedules. Additional information about College and University programs is included in other communications to students during the summer.

New students and transfer students come to the campus several days before classes begin to participate in meetings with the dean, members of the Division of Academic Services, and faculty in the different departments of the College.

The University sponsors assemblies, discussion groups, and other activities to help students become familiar with the University environment.

CAREER PLANNING AND PLACEMENT

The Career Planning and Placement office, a part of the Division of Academic Services, is responsible for the program of career planning and placement of undergraduates, graduate students, and alumni.

The Career Planning and Placement office acts as a liaison between faculty, students, and employers. Its particular concern is to help students and faculty to know about the work opportunities available for human ecology graduates. Information regarding the personal and academic qualifications outlined by employers and the experience required as preparation for many jobs help in the planning of a student's college program. Bulletins of job descriptions, files of occupational leaflets for student and faculty use, and displays and other visual aids are among the media used. Guidance is given through individual interviews and group meetings.

As part of the service to seniors and graduates of the College, and to supplement the candidate's application letter or interview, credentials are prepared by candidates and sent to employers.

Summer and Part-time Employment

Summer work serves a twofold purpose. In addition to financial remuneration, it provides an opportunity for the student to gain vocational experience, in some cases to see the various opportunities a given vocational field offers and to learn something of the personal qualifications and adjustments required. In recent years approximately 80 percent of the students in the College have held a variety of summer jobs, including summer internships related to their professional fields of interest.

There are some opportunities for regular part-time work during the college year in the laboratories and departmental offices of the College. Application for these may be made in the Career Planning and Place-

ment office of the College. Calls for this work are irregular, and one cannot depend on earning any definite amount.

It is hoped that earning money will not have to be a main consideration all the time a student is in college. Much valuable experience is to be gained from an apprenticeship in a field in which a student hopes to be employed later, but often such apprenticeships cannot be paid, inasmuch as the student does not yet have sufficient experience to be valuable to the organization.

Information about opportunities for employment on the Cornell campus during the school term, except for jobs in the College itself referred to above, may be obtained from the Office of Scholarships and Financial Aid, Day Hall.

PROFESSIONAL OPPORTUNITIES

The basic preparation of the human ecology graduate leads to a wide variety of occupations. In certain professional fields the undergraduate courses will be followed by professional training. There are many openings for people with experience and advanced study. There are excellent opportunities for beginners as well.

Educational services call for work with young people at various age levels and, in some cases, with adults. Undergraduates may meet the New York State requirements for certification for teaching home economics in secondary schools. Teachers in the secondary schools often share in the community adult education programs.

The College offers a program leading to certification in nursery school and kindergarten teaching. There are many other opportunities for working with children for which students may prepare. Day care centers, hospital activities programs, and classes for the handicapped are a few examples.

The College does not offer a program leading to certification for early childhood education or elementary education.

Cooperative Extension positions in counties of the State offer many opportunities for informal teaching. This action-oriented teaching is directed toward the identification and solution of individual, family, and community problems. Cooperative Extension agents have as their audiences homemakers and youth; organizations, agencies, and groups (public and voluntary) which serve individuals and families in the community; and producers, distributors, and firms that supply goods and services to consumers. The agents also reach many individuals through personal contact and by mass-media teaching—television, radio, exhibits, and the press.

Social work is closely related to the educational field. Case-work and group-work positions such as those of executives for the Girl Scouts or Camp Fire Girls, directors of teenage or young-adult programs of the Young Women's Christian Association, directors of family development programs and children's activities programs in community centers all include informal teaching, as do the jobs of home economics consultants

in social welfare agencies. For many positions in social work, graduate training is required.

Group-work positions with many of the above-named organizations are excellent experience and are available at beginning levels. There are also good opportunities for beginners to get experience in casework before going on to graduate study. Public agencies, such as the family and child welfare county organizations, give on-the-job training to junior caseworkers. A state civil service examination is usually required. Many good agencies support educational-leave programs to assist young workers to start advanced study.

Human ecology relates easily to many of the *health vocations*. Some graduates take additional work which leads them into such fields as nursing, physical therapy, or the teaching of homemakers who are handicapped. Positions in occupational therapy require graduate training but utilize the background courses in art activities, creative materials, child development, and the dynamics of human behavior which are in the human ecology program.

For graduates with an emphasis in *nutrition* there are opportunities in both the health and social work areas. Nutritionists are employed in hospitals and in federal, state, and local health and welfare agencies as well as in industrial health programs and public schools.

Graduates who follow an appropriate program in human nutrition and food and are qualified for administrative positions in dietetics in hospitals, colleges and universities, hotels, industrial plants and offices, and public schools may qualify for additional professional training in an approved internship in dietetics (see p. 25).

Graduates going into business may work with food, textiles, clothing, or equipment, in promotion, experimentation, writing, or combinations of these. Promotional work in foods and equipment offers increasing opportunity. Testing, consumer education, and research utilize human ecology training through positions in test kitchens and equipment laboratories, in utility companies, in textile firms, and in pattern companies. Designing, either in fashion or interior design, usually requires additional professional training in schools of design, but there are some related openings for the new graduate.

Writing is open to those with either a general or a specialized background supplemented by courses in writing and journalism. Human ecologists with writing ability are needed by magazines, newspapers, business concerns, and university information services, and in Co-operative Extension. Workers in the fields of business and extension are called upon more and more to write for publications and to participate in radio and television programs.

International openings for persons with limited experience are available through the Peace Corps and other voluntary agencies and in some elementary and secondary schools. Graduate study, as well as experience in other cultures, is often required in other positions; facility in a foreign language is also sought for many openings.

SPECIAL PROGRAMS

Certain areas of professional preparation may include the meeting of requirements of professional agencies; in others, the College maintains cooperative relationships with outside institutions and agencies with related interests. These special programs are described below.

Teaching Home Economics in Secondary Schools

Certification to teach home economics in the secondary schools of New York State may be earned by completing the interdepartmental major in teacher preparation.

Students completing the interdepartmental major are eligible for provisional certification and may seek teaching positions immediately. If they expect to continue in the profession they must complete thirty credits of work beyond the Bachelor's degree (Master's degree study or nondegree study) to obtain permanent certification. The provisional certificate is valid for five years after graduation.

Students may choose to major in a subject matter area at the undergraduate level and to complete the teacher education program while enrolled in the Graduate School. The Master of Arts in Teaching degree is designed especially for these students. They may earn both the M.A.T. degree and permanent certification before entering the teaching profession. Information about this program is available from the community service education faculty and the University Office of Teacher Preparation.

It is not unusual for alumni of the College to decide to enter the teaching profession some time after graduation. Students who anticipate careers in teaching at a later date can profit from some advanced planning and from conferring with faculty members in community service education, even though they have no immediate concern for certification.

Teaching in Nursery Schools and Kindergartens

The Nursery School-Kindergarten Training Program offers provisional certification at these two levels for a limited number of students who are selected for the program in the middle of their sophomore year. These students are expected to meet the general graduation requirements of the College and to complete the major in the Department of Human Development and Family Studies, except that the beginning practicum experience in the professional curriculum may be substituted for courses in observation and participation required in the major. In addition, students following the program must include appropriate courses in nutrition, education, advanced practicum experience and

practice teaching. Detailed information about the required curriculum may be obtained from the Division of Academic Services.

Administrative Dietetics

The Department of Human Nutrition and Food prepares students for positions in administrative dietetics in institutions such as hospitals, colleges, universities, or schools, and in businesses where nutrition and health are emphasized. Positions also are available in college and extension teaching, research, public health agencies, and food clinics. There are many opportunities for beginners as well as excellent openings for persons with experience and for those who have had advanced study. The courses offered in the Department are listed on pp. 108-117.

For positions in dietetics, it is recommended that additional professional training be obtained in a postgraduate internship approved by the American Dietetic Association or graduate study for the M.S. degree.

The American Dietetic Association has outlined a program of study for admission to an approved postgraduate internship and as a prerequisite to membership. Basic courses are required in physiology, bacteriology, chemistry, and food and nutrition. Additional required courses emphasize three areas: food service management, education, or experimental and developmental foods. The sequence is completed by course concentration in (1) therapeutic and administrative dietetics, (2) business administration, or (3) advanced food science and nutrition. Details of the required curriculum may be obtained from the Division of Academic Services.

Information about the approved internship programs is available in the Career, Planning, and Placement office and from the department adviser. These internships are ordinarily for twelve months.

The Merrill-Palmer Institute of Human Development and Family Life

The College is affiliated with the Merrill-Palmer Institute in Detroit, a private institution with a program centering on human development and human relations. Along with attendance in classes, students observe and participate in situations involving an individual and his relationships to his family and his community. The Institute's emphasis on the "total" person and the entire life experience—from conception to old age—gives undergraduate and graduate students a unique opportunity to supplement their college curricula.

Students interested in various phases of child development, parent education, social service work, nutrition, extension, secondary school, or other teaching may apply to a selection committee at the College for study in Detroit.

Selection is made on the basis of scholarship (which should be above average), sincerity of interest, and readiness for intensive work. Students

should consult with their counselors regarding the amount of *in absentia* credit which may be received. Application blanks may be obtained from the Office of Records and Scheduling of the College of Human Ecology and should be filed by April 15 in the academic year preceding attendance.

A limited number of fellowships for graduate study are available each year at the Institute. Students interested in these should consult the Merrill-Palmer catalog. Merrill-Palmer graduate credits may be counted toward the doctoral degree at Cornell under certain conditions. Students interested in the graduate program should consult the field representative in the Department of Human Development and Family Studies.

The Cornell University–New York Hospital School of Nursing

A combined course taken partly at the University in Ithaca and partly at the Cornell University–New York Hospital School of Nursing in New York City leads to the degree of Bachelor of Science in Nursing. Students should not apply to the College of Human Ecology anticipating transfer to the School of Nursing unless they have a special interest in the program of this College. These students are expected to combine courses in human ecology with those specifically required for entrance to the School of Nursing during the two years they are in the College. They must meet the same requirements in the first two years as must other undergraduate students: Freshman Humanities, and four credits of physical education.

Students wishing also the degree of Bachelor of Science in human ecology may receive credit toward that degree for certain courses taken at the School of Nursing and will return to Ithaca for additional study after completing their work at the hospital.

International Program

Study in any of the departments in the College may be combined with an interest in international or intercultural affairs. In some cases, there are specific courses in the College relating to international applications, e.g., international housing in the Department of Consumer Economics and Public Policy. Electives may be used to broaden knowledge of a given culture, e.g., Latin American history. Special seminars are held from time to time throughout the year for students and faculty interested in the development of international programs relevant to social conditions in other cultures at varying levels of development.

A Peace Corps intern program for seniors and master's candidates interested in volunteer service in Colombia, South America, was initiated in the fall of 1968. Information about the program may be obtained from the Division of Academic Services.

LIVING ARRANGEMENTS

Cornell University provides comfortable, well-furnished dormitories and dining rooms for undergraduate men and women. These residence units are supplemented by fraternity, sorority, and cooperative houses. For detailed information on housing for undergraduate men, see the *Announcement of General Information*.

Except as indicated in the following paragraph, most undergraduate women whose homes are outside Ithaca are required by University policy to live in a residence hall or a sorority house (members only). Permission to live elsewhere in Ithaca is granted under certain circumstances upon written application to the Office of the Dean of Students, 133 Day Hall.

University housing is not provided in undergraduate units for the following groups: (1) women twenty-one years or older; (2) married women; (3) fifth-year students in professional schools. Permission for students in these categories to live in a residence unit or a sorority house may be requested under exceptional circumstances by written application to the Office of the Dean of Students.

An application for living accommodations for undergraduate women will be enclosed in the letter of provisional acceptance sent to each successful candidate by the Office of Admissions.

Dormitory accommodations are available for graduate women. Detailed information and a room application blank can be obtained by writing to the Department of Housing and Dining Services, 223 Day Hall.

HEALTH SERVICES AND MEDICAL CARE

Health services and medical care for students are provided in two Cornell facilities: the Gannett Medical Clinic (out-patient care) and the Sage Infirmary (hospital care).

Students are entitled to unlimited visits at the Clinic. Appointments with individual doctors at the Clinic are encouraged and may be made by calling or coming in person to the Clinic. An acutely ill student will be seen promptly, with or without an appointment. Students are also entitled to laboratory and x-ray examinations indicated for diagnosis and treatment when prescribed by University physicians, hospitalization in Sage Infirmary with medical care for a maximum of fourteen days each term, and emergency surgical care. The cost of these services is covered in the General Fee.

On a voluntary basis, insurance is available to supplement the services provided by the General Fee. For further details, including charges for special services, see the *Announcement of General Information*.

If the student's health, in the opinion of the University authorities, makes remaining in the University unwise, the student may be required to withdraw.

EXPENSES

TUITION

TUITION is \$200 per term for undergraduate students registered in the New York State College of Human Ecology who are and have been bona fide residents of New York State for at least twelve months immediately prior to the registration day of each term of the academic year.

Tuition is \$300 per term for students who do not qualify as New York State residents.

Since physical presence in the state, especially for persons under age, by no means constitutes legal residence, applicants who are at all doubtful of their right to qualify as New York State residents should address inquiries to the Chairman of Admissions in the New York State College of Human Ecology.

FEES

A GENERAL FEE of \$237.50 each term for a resident student and \$337.50 each term for a nonresident student is charged. The General Fee covers the following services:

ADMINISTRATION AND ENDOWED COLLEGE LABORATORY SERVICES.

HEALTH SERVICES AND MEDICAL CARE as described above.

MEMBERSHIP IN THE UNIVERSITY STUDENT CENTERS entitles students to share the common privileges of Willard Straight Hall and Agnes and Jansen Noyes Student Center, subject to regulations approved by the Student Board of Managers of each Center.

PHYSICAL RECREATION. Women students are entitled to the use of the facilities in Helen Newman Hall, the women's physical education and sports building.

STUDENT ACTIVITIES. Various student organizations, approved by the Student Government, are open for membership to all students.

AN APPLICATION FEE of \$15 must be paid at the time an application for admission is submitted.

A DEPOSIT OF \$50 is required of every student upon acceptance for admission to the University; and when the student first registers, it is used to cover matriculation costs.

SPECIAL FEES. Assessments, charged to the student's account and payable at the Treasurer's Office, are levied upon the student in certain circumstances.

A fee of \$12.50 is charged for registration *in absentia* (see p. 42).

Fees for late registration, or for examination to make up an "incomplete," are discussed on p. 39.

A student is held responsible for payment of appropriate fees for any injury done to any of the University's property.

DATES AND PROCEDURE FOR PAYMENT OF UNIVERSITY CHARGES

The estimated charge for room in the dormitories is \$630-\$700 a college year, payable in four equal installments. For the fall term, the first payment is due thirty days prior to the date of registration and the second payment at midterm. For the spring semester, payments are due at the beginning of the term and at midterm.

A tuition and fee statement is mailed to the student's home address by the Treasurer's Office before the beginning of each term. The charges are due and payable by the date indicated on the statement, which is always prior to registration in the University.

Any student who fails to pay tuition, fees, room and board, and/or other indebtedness to the University, within the prescribed period of grace, is dropped from the University unless the treasurer has granted an extension of time to complete payment. The treasurer is permitted to grant such an extension, when, in his judgment, the circumstances of a particular case warrant his doing so. For such an extension, a fee of \$5 is assessed. A reinstatement fee of \$10 is assessed any student who is permitted to continue or return to classes after being dropped from the University for failure to pay within the prescribed time. The assessment may be waived in any instance for reasons satisfactory to the treasurer and the registrar when such reasons are set forth on a petition available at the Treasurer's Office.

CASHING OF CHECKS. Checks in payment of students' accounts should be drawn in the amount owed. Students are advised to open an account in an Ithaca bank as soon as they arrive in town, or else to provide themselves with travelers' checks, drafts on New York City banks, money orders, or other forms of credit instruments such as a bank will cash in the ordinary course of business.

Tuition or any fee may be changed by the Board of Trustees to take effect at any time without previous notice.

ESTIMATE OF ANNUAL EXPENSES

Personal expenses, such as transportation to and from home, clothing, recreation, and miscellaneous items are to be estimated by the individual.

Food expenses. There is no mandatory contract dining at Cornell University. Students may eat in any of the several cafeterias on campus. Meal tickets are available through the Department of Housing and Dining.

REQUIRED FOR ALL STUDENTS:		<i>Resident</i>	<i>Nonresident</i>
* Tuition		\$ 400	\$ 600
† Room in dormitory (average cost)		630	630
* General Fee		475	675
Books and equipment	}		
Personal Allowances		385	385
Laundry and cleaning			
Total		\$1,890	\$2,290

REQUIRED FOR NEW STUDENTS:

* Deposit with treasurer, paid prior to entrance and used for matriculation cost	\$50
† Room deposit	\$25

For freshmen and sophomores

Gymnasium equipment (to be purchased according to department's instructions)	\$18
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* Special students also are held for these fees.

† Additional charge is made to students remaining in Ithaca during Christmas and spring vacations. The amounts apply to persons living in a University residence hall.

‡ Applied in full against initial room bill.

ADMISSION TO THE COLLEGE

The faculty of the New York State College of Human Ecology selects students interested in solving compelling problems of human welfare and family well-being. The uniqueness of the College lies in its interdisciplinary approach to the solution of human problems. Because the educational program of the College guarantees students both a liberal education and professional specialization, graduates are prepared to select from a wide variety of career and graduate study opportunities.

As part of the State University of New York, the College selects students on their own merits from private and public high schools and colleges throughout the State; a limited number of out-of-state students are selected. Preference is given to able students who wish to approach theoretical and problem-centered courses from an analytical, critical view and who seek responsible roles in careers focusing on the study of human development and the quality of human environment.

The wide diversity of majors offered in the College allows students to apply work in the natural and social sciences and the humanities to their major in the College. While many students select departmental majors, some complete professional preparation for certification in nursery-kindergarten or home economics education or for the internship of the American Dietetics Association. The College does not offer preparation for certification in elementary education.

The College welcomes applications for admission from individuals interested in studying here regardless of race, color, religion, creed, nationality, family income level, or family background. Cornell University has a Committee on Special Education Projects (COSEP) that receives referrals from agencies including the Cooperative Program for Educational Opportunity (CPEO), National Scholarship Service for Negro Students (NSSFNS), National Achievement Scholarship Program, ASPIRA, an organization established by Puerto Rican Forum, Inc., and Search for Education, Elevation, and Knowledge (SEEK).

VISITS TO THE COLLEGE

For those students and parents who wish to visit the College, the admissions staff will be available to discuss the programs of the College on weekdays from 10:00 A.M. to 12:00 M. and from 2:00 P.M. to 4:00 P.M. throughout the year (except during the holidays). Students should write in advance indicating the time they prefer to visit the College.

If a student indicates a definite interest in a specific area of study, when possible, an appointment with an appropriate faculty member will be arranged. Where possible, visits to the College should *not* be made in February, March, or early April.

ADMISSIONS POLICIES

It is the policy of this College and Cornell University actively to support the American ideal of equality of opportunity for all, and no student shall be denied admission or be otherwise discriminated against because of race, color, creed, religion or national origin.

Since each year there are three to four times as many applicants as places available for new students, admission to the New York State College of Human Ecology is competitive and selective. The types of students sought, the criteria for admission, and the selection procedures followed are established by the faculty of the New York State College of Human Ecology. Selection of students is the responsibility of the Faculty Committee on Admissions.

QUOTAS

As a State-supported institution, the College limits out-of-state students who can be accepted to 15 percent of the entering class. The ratio of applicants to places available in the out-of-state group is higher than for New York State applicants. There are no other quotas used; no county, city, or school quotas exist.

SECONDARY-SCHOOL PREPARATION

The New York State College of Human Ecology admits freshmen students who have strong academic potential as indicated by their College Board Achievement Test scores and who have demonstrated achievement as indicated by their high school records. The freshman class entering in the fall of 1969 had a median College Board Scholastic Aptitude Test (SAT) verbal score of 628 and a mathematical score of 643; 67 percent of the freshmen had SAT verbal scores of 600 or higher and 75 percent had mathematical scores of 600 or higher. Ninety-three percent were in the top fifth of their high school graduating classes.

Applicants must offer eighteen college entrance units; at least sixteen of these units must be in these academic subject matter areas: English, foreign language, history or social studies, mathematics, and science. In fulfilling the sixteen academic units, a student must include four units of English, one unit of biology, three units of mathematics, and one unit of either chemistry or physics. The remaining two units of the required eighteen may be in any subject in which the high school gives credit. A unit represents a year of study in a given subject in a secondary school. Ordinarily, it takes 120 hours of classroom work to satisfy the requirements of a year's study—that is, a minimum of 160 class periods if each period is forty-five minutes long. Two hours of laboratory are considered equivalent to one hour of classroom work. In

drawing and industrial arts, 240 hours are required to earn one unit and 120 hours to earn one half-unit.

Entrance unit credit will be granted only in those subjects in which the candidate attains the college recommending mark of the secondary school, except in a sequence course such as English or language where credit for the full sequence will be given if a student attained the college recommending mark of the school in the final year of the sequence. A score of 500 or higher (on the appropriate College Board Achievement Test) or a passing grade on the appropriate New York State Regents Examination may also fulfill an entrance unit requirement.

For selection purposes, unit requirement completion will be determined by grades at the end of the seventh term. When scores on College Board Achievement Tests or New York State Regents Examinations are involved, the determination of units will be made on the basis of test scores available to the Committee on Admissions at the time selections are being made in March.

COSEP applicants will be considered without reference to the above specific admissions criteria. However, since students carry a full load of regular academic courses they should have background in academic areas.

SCHOLASTIC APTITUDE TEST AND OTHER COLLEGE ENTRANCE EXAMINATION BOARD TESTS

United States and Canadian applicants (freshmen and transfers) are required to offer results from the Scholastic Aptitude Test. The College prefers students to offer scores from the Test administered in December of their senior year. January of the senior year is the latest Test date for which scores will reach the College in time to be considered with the applicant's record when selections are made. Scores from the SAT administered before December of the senior year will be accepted. The College does not require students to take any of the achievement tests of the College Entrance Examination Board. However, students taking the achievement tests for other colleges to which they are applying are encouraged to have their scores sent to Cornell University and these scores will be made a part of the student's total application record. The scores may also be used for placement purposes at Cornell in courses such as languages.

Students in this College may receive advanced placement and credit toward the degree by taking the Advanced Placement Examinations administered by the College Entrance Examination Board provided a score of three or better is received on the test, and provided test papers, when read by the faculty of the Cornell University department concerned, show mastery of the subject matter covered in the equivalent courses offered at the University.

ADMISSION WITH ADVANCED STANDING

Each year transfer students with advanced standing enter the College from two- and four-year institutions. As part of the State University of New York (SUNY), the College encourages qualified students from the two-year campuses and community colleges (and other divisions of SUNY) to continue their undergraduate education at Cornell. Advanced standing students from private and public colleges and universities from throughout the United States also enter the College. Credit is allowed for passing work in other units of SUNY or other accredited colleges previously attended if the courses taken elsewhere can be appropriately applied to the College requirements.

Transfer students are admitted at the sophomore and junior levels. Transfer students must complete at least sixty credits at Cornell; if they have had no previous work in human ecology subject matter, forty of the sixty credits must be completed in the College; if they have completed twenty or more credits in human ecology subjects at their previous institution, they must take at least twenty of the sixty credits completed at Cornell in the College.

Transfers are seldom accepted from unaccredited institutions. If accepted, credit is granted conditionally until the end of the first year of residence. If the student is in good standing at the end of a year, credit is received for the work taken at the originating institution. When the term average is below C-, the number of hours of credit below C- are deducted from the total amount of transfer credit.

Students who have taken any courses in college after graduation from high school must apply for admission as transfer students, not as beginning freshmen.

Transfer candidates whose applications have been accepted have tended to have B or better college records. They must also meet the same high school unit requirements that freshman applicants meet. Applicants who have not met this distribution of courses in high school must have taken comparable work in college to qualify for consideration.

Transfer applicants who are enrolled in another division of Cornell University go to the University Registrar's office and fill out a form authorizing their present division to send their original application materials to this College for consideration. Students seeking admission in February 1971 must file this form before November 1, 1970. Intra-University applicants interested in September admission are encouraged to file their request for consideration by February 15, 1971, as transfer applicants from outside the University do, but they may file them as late as May 15, 1971.

REAPPLICATION

The records of applicants who were not accepted are kept for three years. If such a student wishes to apply again, he should write the University Office of Admissions, Day Hall, Cornell University. It is not necessary to pay another application fee or file a new application.

STUDENTS FROM OUTSIDE THE UNITED STATES

Cornell University, as a whole, has more than a thousand foreign students currently enrolled from eighty different countries. About 25 percent are undergraduates, and 75 percent are working for Master's or Doctor's degrees. The New York State College of Human Ecology welcomes applicants from other countries.

Courses offered in this College do not deal with the practical aspects of home economics subjects found in some programs in other countries. The program of studies in this College is theoretically based, and this College requires the same precollege preparation in the sciences, social sciences, and mathematics as does a liberal arts college here or abroad.

The importance of ability in the use of the English language cannot be overemphasized. A student should not apply to this College unless he is competent in written and spoken English. Before a foreign student can be accepted, he must furnish evidence of his facility in English (unless it is his mother tongue). He must supply a statement from a person who is competent to judge, such as a professor or teacher of English under whom he has studied, a diplomatic or consular official of the United States, the director of courses in English of a United States Cultural Institute, or a delegated representative of one of these persons.

All applicants for admission to this College are required to submit scores from the following standardized examinations which measure verbal and mathematical aptitudes as part of their application. (All United States applicants also submit scores from these standardized examinations.)

(a) Students for whom English is their native tongue or who have had instruction in English for a period of at least three years should take the *Scholastic Aptitude Test*, which consists of two parts and furnishes scores on verbal and on mathematical facility.

For information on this test write to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540; or College Entrance Examination Board, P.O. Box 1025, Berkeley, California 94701.

(b) Other students should take the *Test of English as a Foreign Language*, called TOEFL, and the *Mathematics, Level I, Achievement Test*.

For information on TOEFL write to the Educational Testing Service, Princeton, New Jersey 08540.

For information on the *Mathematics Level I Achievement Test* write to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.

Each applicant must make his own arrangements to take these Tests. They are administered throughout the world by the College Entrance Examination Board. The Board that is near you will supply information about the time these Tests will be given in your area. All candidates for admission in September must take the appropriate Test(s) in the previous December or January.

ADMISSION WITH SPECIAL STANDING

International students and all students who have interrupted their college education at Cornell or elsewhere for more than one year are considered for admission with special standing. "Special standing" means that the student has not been accepted as a regular student working for a Bachelor's degree or for an advanced degree (Master's or Doctor's). A final evaluation to determine the amount of credit a student may receive for work taken elsewhere toward a Bachelor's degree is not made until a student has been accepted as a regular student.

Special students are expected to carry an academic program of at least twelve credits of work per semester; otherwise, they should consider taking courses through the Division of Summer Session and Extramural Courses of Cornell University rather than as students enrolled in this College. Special students are expected to take one-half to two-thirds of their work in the state divisions of Cornell University (Agriculture, Human Ecology, and Industrial and Labor Relations) each semester they are registered in the College. They are expected to maintain the same academic standards as undergraduates. Work taken while classified as a special student may be counted toward the requirements of a Bachelor's degree but may *not* be counted toward the requirements of advanced degrees.

For entrance with special standing in the New York State College of Human Ecology, application should be made to the University Office of Admissions or to the Office for International Students. The applicant also should write to the chairman of the Faculty Committee on Admissions of the New York State College of Human Ecology indicating the type of work he wishes to take as a special student. *Applications for admission in September 1971 must be filed by February 15, 1971. Applications for admission in February 1971 must be filed by November 1, 1970.*

ADMISSION DEADLINES

August

Application blanks will be available in August 1970 for students entering in 1971. United States residents should write to the Office of Admissions, Day Hall, Cornell University, Ithaca, New York 14850. International students should write to the Office of International Students, Day Hall, Cornell University, Ithaca, New York 14850.

November 1

Application deadline for advanced standing and special students seeking entrance in January 1971.

December

Students applying for September 1971 should take the Scholastic Aptitude Test of the College Board by December of 1970.

January 1

Application deadline for students applying for financial aid. Students applying for September 1971 (freshmen or advanced standing) are urged to file materials by January 1, 1971, to facilitate completion of data used in selection.

February 15

Application deadline for freshmen, special students, and transfer applicants not presently attending Cornell.

Mid-April

All applicants for admission in September are notified of the decisions on their applications. Acceptances are provisional pending satisfactory completion of a student's final term's work.

May 15

Deadline for intra-University transfer applications for admission in September.

For more information about the College write to the Chairman, Committee on Admissions, New York State College of Human Ecology, Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14850.

UNIVERSITY HEALTH REQUIREMENTS

Each student upon entering the University is expected to assume personal responsibility for the health requirement adopted by the Board of Trustees of Cornell University.

Details of the health requirements will be found in the *Announcement of General Information*, which may be obtained from the Visitor Information Center, Day Hall, or by writing to Cornell University Announcements, Ithaca, New York 14850.

PROCEDURES AND REGULATIONS

PREREGISTRATION

During each semester a period designated *preregistration* is used by the students to plan their programs in consultation with their counselors; juniors and seniors majoring in human development and family studies and in consumer economics and public policy consult with their department advisers. The purpose of the preregistration period is to give time for thoughtful planning of programs; therefore, it is assumed that the student will adhere to this program unless unusual circumstances make changes necessary.

REGISTRATION

Registration permits for the fall term are sent to each student from the Office of the Registrar before the beginning of the term. With these are directions for registration in the University. Any student who has not received registration cards by registration day should go in person to the Office of the Registrar to procure them. Instructions for registration in the College are issued by the College Office of Records and Scheduling.

Instructions for registration for the spring term will be announced by the registrar.

Special students follow the same procedure for registration as regular students.

A student who is absent from registration will be held for the late registration fee. See p. 39 for this and other fines for late registration and preregistration.

CHANGES IN COURSE REGISTRATION

A student cannot receive credit for a course without having registered for it in the Office of Records and Scheduling. A student who attends a class without formal registration receives no credit for the course. Any student whose name continues on a class list because of failure to file a change-of-registration slip will receive a failing grade. Cancellation or addition of any course must be recorded in the Office of Records and Scheduling. Procedures for change of registration are as follows:

A student must register according to the schedule planned at the pre-registration period and received on registration day. During the first two weeks of classes in a semester a student who finds it necessary to drop a course or to add a course must obtain a change-of-registration slip. For courses offered in the College of Human Ecology, the slip must be signed in the Office of Records and Scheduling for each course being dropped or added. For courses offered by other divisions of the University, this slip must be signed by the instructor of each course that is being dropped or added by the student. The slip then must be turned in to the Office of Records and Scheduling, room 146, Martha Van Rensselaer Hall, before the end of the first two weeks of classes. The final date for changes mentioned above is September 25 in the fall term of 1970, and February 12 in the spring term of 1971.

Beginning the third week of the semester (September 28 in the fall term and February 15 in the spring term) a change in registration may be made only through a petition after consultation with a counselor; juniors and seniors majoring in human development and family studies and consumer economics and public policy consult with their department advisers. If the student's petition is approved by the Committee on Academic Standing, the student will be assessed a fee of \$10 per change slip.

USE OF PETITIONS

A student wishing to deviate from the regulations of the College may petition the Committee on Academic Standing or the Committee on Undergraduate Education, depending on the nature of the petition. Petitions must be filed well in advance of the time a student requires a reply in order to permit Committee review. When a petition is denied, the student has the privilege of requesting an opportunity to appear before the Committee to present his case and appeal the decision.

A student should petition the Committee on Academic Standing when he wishes:

1. To change his schedule following the first two weeks of classes in a semester. (See section on Changes in Course Registration, p. 38.)
2. To carry a schedule of more than eighteen hours, exclusive of physical education. The student should have a minimum quality point average of 2.5 for the preceding term if filing such a petition.
3. To carry a schedule of less than twelve hours.
4. To study *in absentia* for fifteen hours or less.

A student should petition the Committee on Undergraduate Education when he wishes:

1. To graduate under an individual curriculum (see p. 19.)
2. To take more than fifteen credits in *in absentia* study.
3. To be exempt from a specific graduation requirement, including requirements in his major.

Students may obtain petition forms from their counselors.

FINES

A student registering in the University after the close of registration day shall first pay a fee of \$10. The student must obtain a permit to register from the Office of Records and Scheduling, room 146, and present it to the University registrar in Day Hall and pay a University fee of \$10.

Students failing to preregister during the announced periods will not be allowed to register in courses until after the term commences and therefore will be held to pay a College \$10 fine to file their course schedule after registration.

A student who has initiated a change in schedule during the week of changes but has failed to file his change of registration slip in the Office of Records and Scheduling on time, and whose petition to correct this error is granted, will be liable for a College fee of \$10. This assessment may be waived only if, in the judgment of the Committee on Academic Standing, failure to comply with the regulation was due to reasons beyond the student's control.

To remove the grade of incomplete and receive credit for the course, a student must obtain a permit from the Office of Records and Scheduling and must pay a fee of \$2 unless waiver of the fee is granted.

Laboratory and library. The student is entitled to the normal amount of materials required for a course and an allowance for breakage. No additional charge should be incurred by a student who is careful in the use of supplies and equipment. Costs incurred in excess of these allowances will be charged against the student by the department.

Fines are assessed for failures to comply with the rules relating to the use of library books. If fines are not paid promptly at the library, payment is enforced by the Treasurer of the University.

GRADES

In the University the following grading system is used for final grades in undergraduate courses: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. The lowest passing grade is D-. A quality point equivalent is assigned to each letter grade for purposes of ranking and selection of honors as follows:

<i>Letter grade</i>	<i>Quality point equivalent</i>	<i>Letter grade</i>	<i>Quality point equivalent</i>
A+	4.3	C	2.0
A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	D-	0.7
B-	2.7	F	0.0
C+	2.3		

Final grades of S and U may be given to undergraduates under the following conditions:

1. The use of S and U is limited to upperclassmen (juniors and seniors) except that sophomores may take a course offered S-U exclusive.
2. Not more than a total of four courses may be taken on an S-U basis and counted toward hours required for graduation. A student may take more than one course in a given semester if he chooses.
3. No courses taken on an S-U basis may be used to meet the specific distribution requirements, including those in human ecology, nor to meet requirements of the major unless, in the latter case, the major so specifies with regard to an individual course.
4. A student may request an S or U grade provided it is permissible with the college in which the course originates and/or with the instructor. For courses available for S or U credit in human ecology the student should refer to the course descriptions in the catalog.
5. A student must present a written request for an S or U grade including courses which are S-U exclusive. Students wishing to obtain the correct form should make an appointment to see their counselors; juniors and seniors majoring in human development and family studies and consumer economics and public policy consult with their department advisers.

Forms must be filed in room 146, Martha Van Rensselaer Hall, by September 25 for fall 1970, and by February 12 for spring 1971.

6. Grades of S and U will be excluded from the computation of semester and cumulative averages but will be counted for credit if an S is received, and will appear on the student's record.

At the time of requesting the instructor's permission, a student is advised to ask how the instructor plans to evaluate a U grade. For example, some instructors may feel that U denotes F, while others may feel that any grade below C should be a U.

The grade of *incomplete (Inc.)* is assigned if the work of a course is not completed but, in the judgment of the instructor, the student has good reason for the deficiency and has shown evidence of ability to complete the work of the course satisfactorily.

A grade of *incomplete* must be removed before the expiration of two terms and a summer session, otherwise the grade automatically becomes a failure and is averaged in the student's record as quality point 0.

At the end of the fall term a student may call for a statement of grades at a place to be announced by the registrar. Final spring term grades will be mailed to the student early in the summer.

The official record of the student's credits is in the Office of the University Registrar, to whom requests for transcripts of record bearing the University seal must be made.

ACADEMIC STANDING

The faculty Committee on Academic Standing reviews the records of students whose academic work is considered unsatisfactory. A quality point cumulative average of 1.70 (C-) or better is required for graduation. At the end of each semester, a student will be considered as not making satisfactory progress who has less than a 1.70 (C-) quality point average and/or has passed less than twelve hours (unless the Committee has already granted permission to carry less than twelve hours).

The kinds of disciplinary action imposed by the Committee on Academic Standing for unsatisfactory work include warning, suspending the student for a specified length of time, or asking the student to leave the University.

When any one of these actions is taken, the student may request an opportunity to appear before the Committee to appeal the decision. Parents are notified of Committee decisions regarding academic standing.

ATTENDANCE AND ABSENCES

Regular attendance at lectures, recitations, and laboratory periods is expected throughout each term, beginning with the first day of instruction. In all cases of absence from class, the student is responsible for explaining the reason for absence directly to the instructor concerned. The instructor will decide whether the work may be made up. Any student who has been ill in Sage Infirmary should keep the slip issued

by Sage Infirmary when discharged and present this to instructors when explaining the absence.

A student whose record shows persistent absence may at any time be dismissed from the College on recommendation of the Committee on Academic Standing.

EXAMINATIONS

The schedule of term examinations is prepared in the Office of the University Registrar. There is to be no deviation from this except to avoid conflicts.

In the College, exemptions from examinations may be granted to superior students at the discretion of the instructor concerned.

LEAVE OF ABSENCE OR WITHDRAWAL

If a student finds it necessary to withdraw from the University, application should be made at the Office of Records and Scheduling for a leave of absence or a withdrawal.

A leave of absence is granted for one semester only. At the request of the student it may be extended for a second semester. If the student does not indicate intention to return before the beginning of the third term, the student's record will be closed by a withdrawal.

A student who wishes to reenter at a later date, having made a withdrawal, must reapply through the College's Committee on Admissions. Application should be made, if possible, at least two months in advance of the date the student wishes to return.

STUDY IN ABSENTIA

By action of the faculty of the College, all study taken away from Cornell University after matriculation in the New York State College of Human Ecology and applied as credit toward a Cornell degree will be considered as study *in absentia*. In general, such study may not exceed fifteen credit hours. Work taken at other institutions in regular session, summer session, or while on leave of absence will be counted in the fifteen hours. A fee of \$12.50 will be charged for study *in absentia* during the fall or spring semesters, but not during summer session unless the summer registration is for more than eight credits. Study in the Cornell Summer Session is not considered as *in absentia*.

The regulations concerning study *in absentia* are the same for transfers as for other students, except that students who enter as transfers from other institutions will be required to complete at least sixty credits at Cornell, of which at least twenty must be in human ecology (see p. 34).

Permission for study for fifteen hours or less *in absentia* is granted by the faculty Committee on Academic Standing. A student who wishes to study more than fifteen credits *in absentia* in order to take advantage of a special educational opportunity must petition the Committee on Undergraduate Education. These hours should be related to the student's professional interest and be in keeping with the focus of the College.

Requests may be made on forms obtainable from the counselor; juniors and seniors majoring in consumer economics and public policy or in human development and family studies consult with their departmental advisors. To receive consideration, a student must be in good academic standing.

Credit taken *in absentia* will be transferred only when the student receives passing or better grades, and provided courses do not duplicate work taken at Cornell. There are special provisions concerning the transfer of credit for work in modern languages taken at institutions other than Cornell. The proposed program must be approved by the Committee on Academic Standing after consultation with the counselor; juniors and seniors majoring in human development and family studies and in consumer economics and public policy consult with the department advisers. Approval is sent in writing to the student from the secretary of the Committee on Academic Standing. Any student who undertakes study without prior approval does so without any assurance of receiving academic credit.

If the student wishes to have credits earned through study *in absentia* applied toward requirements for a major or toward a professional curriculum (for example, American Dietetic Association or teacher certification), the student must file the request for acceptance of credit with the Committee on Undergraduate Education on forms that can be obtained in room N-101.

A holder of a Regents College Scholarship or a Scholarship for Children of Deceased or Disabled Veterans may claim it for the term registered *in absentia* from Cornell if the student is registered in an accredited college in New York State for a minimum of fifteen credit hours acceptable to the New York State College of Human Ecology as a part of the 124 hours required for graduation.

Students holding New York State scholarships who study outside New York State, (except at the Merrill-Palmer Institute) forfeit their scholarships permanently. Students attending the Institute forfeit their scholarships during the semester of their attendance.

SUMMER STUDY CREDIT

Summer study in institutions other than Cornell will be considered study *in absentia*, and credits transferred will be counted in the fifteen credits allowed for study elsewhere (see first paragraph on this page).

GRADUATE STUDY

The Graduate School has jurisdiction over all graduate work and any degree beyond the first degrees given by any college or school of the University. Students interested in advanced study related to human ecology must, therefore, be admitted to the Cornell University Graduate School and carry out their work in conformity with its rules and regulations.

The Graduate School faculty is made up of the appropriate faculty members of the various colleges and schools of the University. Those faculty members of the New York State College of Human Ecology who are also faculty members of the Graduate School are responsible for graduate work offered in the human ecology fields. The degree of Master of Arts or Master of Science is offered in all of the following Fields, and the degree of Doctor of Philosophy in all except the second one named: Consumer Economics and Housing, Design and Environmental Analysis, Education⁶, Human Development and Family Studies, Human Nutrition and Food. The Ed.D. and M.A.T. professional degrees are also offered in Education.

It is necessary for applicants to indicate the Field of their major interest because the faculty of the major Field must recommend admission. Note that there is no general field of human ecology.

Since students registered in the Graduate School may use the facilities in any of the colleges, graduate programs have great flexibility. Students majoring in any Field of human ecology frequently carry minors in related Fields outside the New York State College of Human Ecology. Students majoring in other areas may carry minors in the Fields within human ecology.

Emphasis is placed on education for scholarly, scientific, and other creative pursuits. Independent study and research are important aspects of each student's program.

Each candidate for an advanced degree has a Special Committee of faculty members that helps to develop a program based on the candidate's educational background and professional goals. There is no curriculum prescribed for all candidates.

Each Graduate School faculty member is associated with at least one of the Fields of instruction. The Fields are grouped into four areas: humanities, biological sciences, physical sciences, and social sciences. Students registered in the Graduate School with a major concentration in subjects offered at the graduate level by the departments in the New York State College of Human Ecology are in the Graduate School area of either biological or social sciences.

Biological sciences area: Field of Human Nutrition and Food. Social sciences area: Fields of Consumer Economics and Housing, Design and Environmental Analysis, Education⁷, Human Development and Family Studies, Human Nutrition and Food.

6. Offered in the Department of Community Service Education.

7. Offered in the Department of Community Service Education.

REQUIREMENTS FOR ADMISSION

To be admitted to the Graduate School, the applicant must have a bachelor's degree or the equivalent from a college or university of recognized standing and must show promise of ability to engage in advanced study and research in the field of his special interest. Most Fields require applicants to include test scores with their credentials.

DEGREE REQUIREMENTS

Each candidate's program includes a major and one or two minor subjects of study. (For each Field there is an approved list of major and minor subjects.) The course and other requirements for the major and minor subjects vary somewhat depending on the candidate's previous education and his purpose in undertaking graduate study.

Requirements for graduation are stated in terms of qualifying examinations, final examinations, and residence units. In most cases a thesis or essay is required. Some degrees also specify language proficiency. A residence unit is obtained for one semester of full-time, satisfactory study as approved by the student's Special Committee. As specified below, study must be completed while the candidate is in residence at the University.

Every student has the opportunity to engage in original research in fulfilling the thesis requirement. This research may or may not be related to ongoing research in the College. If related, as is frequently the case, part of the cost may be defrayed by the department in which the research is being conducted.

Further details pertaining to degree requirements are given in the *Announcement of the Graduate School*. The *Announcement* also gives information concerning tuition and fees, living arrangements, health facilities, and other items of concern.

Master's Degree

Candidates for the M.A. or M.S. degree must offer one major and one minor subject. A minimum of two residence units, a satisfactory thesis, and a final examination are required. A well-prepared candidate studying full time for twelve months may be able to complete the requirements for the Master's degree, but more time usually is required. Candidates holding assistantships customarily stay for two academic years. The degree must be completed within a four-year period.

Doctoral Degree

One major and two minor subjects are required for the Ph.D. degree. Six residence units (some of which may be transferred from previous advanced study), a satisfactory dissertation and qualifying and final

examinations are required. Each field determines its language requirement. The degree must be completed within a seven-year period.

Research

The research program in human ecology plays a vital role in the graduate program, since many research projects provide educational opportunities for students. In some departments of the College, seminars are organized around a particular research project to enable students to discuss and develop ideas from research. Ongoing research projects often provide segments of study that appropriately may be individual thesis problems.

RESOURCES FOR GRADUATE STUDY

LIBRARIES. Cornell University's library system, among the ten largest in the United States, is a resource of major importance to the work of its faculty and graduate students. It includes several specialized collections that enrich advanced study in related fields of human ecology.

COMPUTING CENTER. The University maintains a computing center that is outstanding for its high-speed equipment. This equipment is available for graduate student use.

ASSISTANTSHIPS, SCHOLARSHIPS, AND FELLOWSHIPS. A number of assistantships, scholarships, and fellowships are available in human ecology. An announcement of these is published annually by the College.

Assistantships require service to a department and provide valuable apprenticeship experience in research or teaching. They may be for nine or twelve months.

Fellowships and scholarships do not require services. See list of graduate fellowships, scholarships and loans on pp. 55 to 58 of this *Announcement*.

FOR FURTHER INFORMATION regarding graduate work, write for the following: *Announcement of Human Ecology Graduate Assistantships in Teaching and Research, Fellowships, and Scholarships*. This publication may be obtained from the Office of Records and Scheduling, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850.

The *Announcements of the Graduate School* are published in four volumes: *Social Sciences, Biological Sciences, Physical Sciences, and Humanities*. Indicate the area of your interest when you request information. The *Announcements of the Graduate School* may be obtained from the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850.

LIBRARY

The State Colleges of Agriculture and Human Ecology are served by the Albert R. Mann Library with approximately 395,000 volumes. The Mann Library is supplemented by the other libraries of Cornell University, containing about 3,250,000 volumes. Many of these volumes also relate directly to subjects dealt with by these State Colleges.

In addition to materials on applied agriculture and human ecology, the Mann Library contains extensive collections dealing with such related sciences as botany, biochemistry, bacteriology, genetics, entomology, and medicine. It also includes large collections in economics, sociology, psychology, and education, and smaller collections on a variety of other subjects. Of major importance are the numerous complete files of foreign and domestic periodicals and government publications; more than 11,000 are received currently.

The Albert R. Mann Library building was completed in 1952. It has a capacity of 500,000 volumes and seats 750 readers. The first floor of the library is devoted primarily to books assigned for class reading, with rooms seating 380 persons. Also on this floor are rooms for small groups studying together, and the Ellis Room, containing books and periodicals for leisure reading. On the second floor are the reference, bibliography, and periodical reading rooms, copying service, a room where typewriters may be used, offices and work rooms, the main loan desk, and the card catalog. The catalog provides a record of library materials located in all libraries and departmental collections of the Colleges. The library has a comprehensive collection of bibliographies.

SCHOLARSHIPS, EDUCATIONAL GRANTS, PRIZES, LOANS

Students in the New York State College of Human Ecology are eligible to compete for certain scholarships that are open to undergraduates in any college of Cornell University, and for a number of scholarships available particularly to students in the College of Human Ecology.

Incoming *freshmen* must apply by January 1 through the Office of Admissions, Day Hall. Financial aid application forms are mailed to all who apply for admission to the University. This procedure covers all freshman scholarships except the Grace Schermerhorn Scholarship. See p. 51 for the procedure to be followed for that.

Upperclassmen should apply by early March through the Office of Scholarships and Financial Aid to be considered for all possible scholarships. *Upperclassmen* must submit applications by April 15 to be considered for any scholarship.

One application is sufficient for a student to be considered for the available awards. Since the awards are made on a one-year basis, however, students must reapply each year.

Decisions on awards for entering freshmen are made by April 18, and notification is sent to the applicant about the same time as the acceptance for admission.

Decisions on scholarship awards for upperclassmen are made by the College of Human Ecology Awards Committee by June 1; by the Office of Scholarships and Financial Aid during the summer.

The scholarships available particularly to students in the New York State College of Human Ecology are described in the following pages. Unless otherwise stated for an individual scholarship, all of these awards are made in recognition of financial need, leadership, and academic achievement. The amounts quoted are approximations.

A quality point cumulative average of 2.85 or better is required for scholarship awards. A recipient is expected to maintain a 2.85 quality point average during the first semester the student holds the scholarship in order to have the scholarship continued.

Human Ecology scholarships available to freshmen are the Sears-Roebuck Scholarships, the Eastern Milk Producers Cooperative Scholarships, the Home Economics Alumni Elizabeth Lee Vincent Scholarship, the Grace Schermerhorn Scholarship, the Helen H. Shedrick Scholarship, and several of the tuition scholarships for nonresidents.

HOME BUREAU SCHOLARSHIPS AND EDUCATIONAL GRANTS

The income from thirteen funds established by the New York State Federation of Home Bureaus provides a large group of scholarships and educational grants annually. The Martha Van Rensselaer, the Flora Rose, and the Ruby Green Smith funds provide scholarships. All the other Home Bureau funds may be used to award either scholarships or educational grants. A quality point cumulative average of 2.85 or better is required for the award of a scholarship, though this is not necessary for a grant.

All the Home Bureau scholarships and grants are open to sophomores, juniors, and seniors. Preference is given to those from Upstate New York and Long Island. However, students from any part of the state, preparing for work in any branch of the home economics professions, are considered eligible.

The Home Bureau funds were established as a result of dime contributions from members of the Home Bureaus throughout the counties of Upstate New York and Long Island.

Awarded as Scholarships

THE MARTHA VAN RENSSELAER SCHOLARSHIP was established in 1932 and was named in honor of the first director of home economics at Cornell. Miss Van Rensselaer was a moving spirit in the organization of the Federation of Home Bureaus. She was a pioneer in the development of extension work and in the establishment of home economics at

the college level. In 1923 she was chosen as one of the twelve greatest women in the United States by a committee appointed by the League of Women Voters. The amount is at least \$400.

THE FLORA ROSE SCHOLARSHIP. With Miss Van Rensselaer, Miss Rose was codirector of home economics through its development into a college. After Miss Van Rensselaer's death, Miss Rose was director of the College until her retirement in 1940. The scholarship was established in 1939. The amount is at least \$400.

THE RUBY GREEN SMITH SCHOLARSHIP was established in 1935 and honors a former state leader of Home Demonstration agents (1932-42), and counselor of the New York State Federation of Home Bureaus. Mrs. Smith was the author of the Home Bureau Creed and the International Creed of the Associated Country Women of the World. The amount is at least \$400.

Awarded as Scholarships or Educational Grants

THE CARRIE GARDNER BRIGDEN AWARD was established in 1923 and first awarded in 1927-28. It honors the first president of the New York State Federation of Home Bureaus. The amount is at least \$400.

THE NETTIE M. ROODS AWARD was established in 1943 and first given in 1945-46. It honors a former treasurer of the New York State Federation of Home Bureaus, and chairman of the Federation scholarships committee for many years. The amount is at least \$400.

THE ANNA GAGE PUTNAM AWARD, established in 1945, honors a member of the first Board of Directors of the New York State Federation of Home Bureaus. Mrs. Putnam was for seven years the secretary of the Federation. The amount is at least \$400.

THE MARTHA H. EDDY AWARD, established in 1946, honors a former president of the New York State Federation of Home Bureaus. She was a member of the Saratoga County Home Bureau from the time of its organization and was one of the College counselors of the Federation. The amount is at least \$400.

THE ANN PHILLIPS DUNCAN AWARD, established in 1940, honors one of the first home demonstration agents in the state. Mrs. Duncan was one of the organizers of the State Federation of Home Demonstration Agents and served on the State Fair Commission. The amount is at least \$400.

THE ELIZABETH MacDONALD AWARD, established in 1947, honors a former president of the New York State Federation of Home Bureaus. Mrs. MacDonald was for ten years director of the Associated Women of the American Farm Bureau Federation. The amount is at least \$400.

THE ELIZA KEATES YOUNG AWARD, established in 1948, honors the third president of the New York State Federation of Home Bureaus. Mrs. Young was for many years a member of the Legislative Forum Committee. Her efforts in Albany helped to obtain state funds for the building of Martha Van Rensselaer Hall. Mrs. Young also was prominent in work with the Associated Country Women of the World. The amount is at least \$400.

THE CORA L. TYLER AWARD, established in 1949, honors the sixth president of the New York State Federation of Home Bureaus. The amount is at least \$400.

THE EVALYN F. GATCHELL AWARD, established in 1951, honors the seventh president of the New York State Federation of Home Bureaus. Mrs. Gatchell was present at the meeting in 1919 called to organize the Federation. She represented the Rural Women of the United States at the Peace Bridge at the unveiling of the bronze plaque, given by the Associated Country Women of the World, commemorating 150 years of peace between the United States and Canada. The amount is at least \$400.

THE EDITH P. WAGENBLASS AWARD was established in 1952. It is named for the eighth president of the Federation. Mrs. Wagenblass was also chairman of the organization committee for a home bureau in Wyoming County. The amount is at least \$400.

HOME ECONOMICS ALUMNI ASSOCIATION SCHOLARSHIPS

THE HOME ECONOMICS ALUMNI MARTHA VAN RENSSELAER SCHOLARSHIPS are given in honor of Martha Van Rensselaer, the first director of home economics at Cornell. The fund was established by the Alumni Association of that College in 1941. The fund was doubled in 1960 through a bequest of Miss Flora Rose who was codirector of the College with Miss Van Rensselaer and later director. Awards are made to sophomores, juniors, or seniors who are outstanding students. The amount of each award is at least \$400.

THE HOME ECONOMICS ALUMNI ELIZABETH LEE VINCENT SCHOLARSHIP was established in 1953 by the Alumni Association of the College in honor of Miss Vincent upon her retirement as dean of the College. The \$200 award is made to an entering freshman.

THE HELEN G. CANOYER SCHOLARSHIP was established in 1968 by the Alumni Association of the College in honor of Miss Canoyer upon her retirement as dean of the College. The award is made annually to a female or male, junior or senior student in the College of Human Ecology. The amount is approximately \$250.

OTHER SCHOLARSHIPS

TWO SERBY-GILDEA SCHOLARSHIPS were established in 1966 by the Gildea Foundation at the request of Mr. and Mrs. (Gertrude Serby, '52) Ray Y. Gildea, Jr., '48.

The scholarships are administered by the Alumni Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meet the scholarship standards of the College Awards Committee. Each award is \$500.

THE SUFFOLK HOME ECONOMICS EXTENSION AWARD was made possible by the voluntary contributions of Cooperative Extension members in Suffolk County. It may be given as either a scholarship or as an educational grant. Any New York State junior or senior planning a career in teaching or Cooperative Extension may apply. Preference is given to students from Suffolk County provided their qualifications compare favorably with those of other applicants. The amount is \$350.

THE ROBERT M. ADAMS 4-H MEMORIAL SCHOLARSHIP was established in memory of Professor R. M. Adams by the 4-H Clubs of New York State in 1938. The scholarship yields approximately \$100 a year. Students who are state residents are eligible to apply after their first year in college, and those who have been 4-H Club members are given first consideration.

THE EASTERN MILK PRODUCERS SCHOLARSHIPS. Two scholarships of \$250 each were established in January 1960 by the Eastern Milk Producers Cooperative Association, Inc. to be awarded either to freshmen or upperclassmen. Entering freshmen are eligible to apply for the scholarships provided that they rank in the upper two-fifths of their high school graduating class. Financial need, evidence of outstanding character, and leadership ability are considered in making the awards. Preference is given to daughters of members of the Eastern Milk Producers Cooperative Association. A freshman applicant who is the daughter of a member of the Eastern Milk Producers Cooperative Association should note this on the scholarship application.

DREYFUS MEMORIAL SCHOLARSHIPS. Two scholarships of an annual value of \$500 each were established in 1926 by Mrs. Berta E. Dreyfus in memory of her husband, Dr. Louis A. Dreyfus. In their award preference is given first to students coming from high schools of Richmond County, New York, and next to those from Sandusky, Ohio. First consideration is given to those specializing in chemistry, engineering, or agriculture, or to women in human ecology or arts and sciences. These scholarships are awarded to incoming juniors and seniors.

THE GRACE SCHERMERHORN SCHOLARSHIP was established in 1926 by the Association of Homemaking Teachers of the New York City Elementary and High Schools in memory of a former director of homemaking education there. It is awarded to a student from the New York City schools who has been accepted for admission to the New York State College of Human Ecology. To be eligible to apply, a student must be

outstanding in scholarship and character, must indicate a desire to teach home economics in the New York City schools, and must be suggested by the teacher of home economics in her particular high school to the scholarship chairman of the Association of Home Economics Teachers of New York City. The Executive Board makes the final choice in the selection of a candidate. The amount is approximately \$350.

SEARS-ROEBUCK SCHOLARSHIPS, established in 1950 by the Sears-Roebuck Foundation, annually provide four awards of \$300 each to entering students who are residents of New York State. Half of each award is paid at the beginning of the second semester.

THE DANFORTH AWARD FOR HOME ECONOMICS SENIORS is given annually by the Danforth Foundation and the Ralston-Purina Mills in St. Louis, Missouri, to outstanding students for the summer between the junior and senior years. Awards have been made in this College since 1936-37.

This award provides opportunity to study problems of manufacturing, commercial research, distribution, advertising, personnel, and leadership. It covers the student's expenses for two weeks of study and observation at the Ralston-Purina plant in St. Louis and for two weeks of leadership training at the American Youth Foundation Camp on Lake Michigan.

Chosen by a faculty committee, the recipient is selected for her interest in the commercial field, her scholarship and leadership ability, and her physical, mental, social, and religious development.

THE DANFORTH LEADERSHIP TRAINING SCHOLARSHIP has been awarded annually since 1941-42 to an outstanding freshman in the College. It provides two weeks of leadership training with free tuition and expenses at the American Youth Foundation Camp on Lake Michigan.

THE HELEN H. SHEDRICK SCHOLARSHIP was established in 1967 at the bequest of Howard H. Shedrick. This scholarship aid is for deserving and needy women students in this College. Preference is first given to students from the village of Williamsville, second, to students from the county of Erie, third, to students from the state of New York. The amount is approximately \$500.

THE KURTZ-McCORMIC MEMORIAL SCHOLARSHIP was established by the Student-Faculty Committee in the New York State College of Home Economics in 1967 in memory of Carol I. Kurtz and Anne C. McCormic, two students in the College of Home Economics who lost their lives in a fire at the Cornell Residential Club, April 5, 1967. The scholarship is to be awarded annually to one junior or senior student in the College of Human Ecology and the amount is at least \$250.

THE ERNESTINE BECKER McCOLLUM SCHOLARSHIP was established in 1964 at the bequest of Professor Emeritus Elmer Verner McCollum. The scholarship is awarded to an undergraduate woman student in any of the departments of the New York State College of

Human Ecology. The recipient is selected on the basis of scholarship and high character, and the amount of the award depends upon demonstrated financial need. The amount available is \$500.

THE FLEISCHMANN SCHOLARSHIP is awarded to an incoming junior or senior who shows the greatest promise in furthering an education in journalism with a major in the New York State College of Human Ecology and a minor in journalism. The amount is approximately \$1,000.

NASSAU COUNTY HOMEMAKERS SCHOLARSHIP is made possible by contributions from the chapters of the Homemakers Council which were formerly extension units in Nassau County. The award is given to a junior or senior from New York State and preferably from Nassau County or Long Island. Preference is given to a student preparing for a career in community service, such as teaching in public school or Cooperative Extension. The first award, made in 1969-70, was for \$500.

TUITION SCHOLARSHIPS FOR NONRESIDENTS. Eight scholarships giving waiver of tuition for the year are open to students who are not residents of New York State. Three give preference to foreign students. Financial need and academic achievement are considered.

For information concerning graduate fellowships and scholarships, see p. 55.

EDUCATIONAL GRANTS

HOME BUREAU EDUCATIONAL GRANTS. By action of the New York State Federation of Home Bureaus in the fall of 1960 all Home Bureau funds except the Martha Van Rensselaer, the Flora Rose, and the Ruby Green Smith funds may be used to award either scholarships or educational grants (see p. 48). Academic average is not specified for these grants.

THE SUFFOLK HOME ECONOMICS EXTENSION AWARD (see p. 51)

THE DUTCHESS COUNTY HOME ECONOMICS EDUCATIONAL GRANT was established in 1959 from contributions of enrollees in the home economics program of the Cooperative Extension Association of Dutchess County. It is usually available every other year. The amount is \$300. The grant is based on financial need, leadership, and scholarship. The award is available to sophomores, juniors, or seniors who are residents of Dutchess County. It was last awarded in 1968-69.

THE ONTARIO COUNTY HOME ECONOMICS EDUCATIONAL GRANT was established in 1961 through the contributions of enrollees in the home economics program of the Cooperative Extension Association of Ontario County. The grant of \$200 is awarded to a junior or senior who is a resident of New York State, preference being given to

students from Ontario County. The grant is based on academic average. Financial need and leadership are also considered.

ALUMNI ASSOCIATION CASH AWARDS. A small fund is maintained by the Alumni Association of the College from which worthy undergraduate and graduate students under financial pressure may receive limited amounts. Applications should be made through the chairman of the Alumni Committee on Scholarships on blanks available in the Office of Records and Scheduling.

PRIZES

THE PAUL R. GULDIN MEMORIAL ENDOWMENT was established by Mrs. Paul R. Guldin as a memorial to her husband, a graduate of the College of Agriculture in 1912. Its aim is to encourage undergraduate students in the Colleges of Agriculture and Human Ecology to become interested, and to take part, in the development of a more adequate rural leadership. The income supports a contest for the best original articles or stories (written by undergraduates in these colleges and published in the *Cornell Countryman*) that contribute to the purpose of the endowment. The contest includes all issues of the magazine for the academic year. A first prize of \$75, a second prize of \$50, and a \$10 prize for honorable mention are available. Awards will be made not later than June 1 by a committee from the faculty, appointed by the dean.

THE ELSIE VAN BUREN RICE HOME ECONOMICS PUBLIC SPEECH STAGE was endowed by the late James E. Rice, professor of poultry husbandry, to further the preparation of students in the College for participation in public affairs. Students in good standing have had opportunity to participate in this public speaking contest for a first prize of \$100 and a second prize of \$25.

A publication concerning prizes offered in the University and open to competition by students in the College of Human Ecology may be obtained from the Visitor Information Center, Day Hall.

LOANS

Student loan funds are available through the Office of Scholarships and Financial Aid, Day Hall, and application may be made through that office.

FLORA ROSE LOAN FUND. In 1942 a revolving account for financial aid to students in this College was established through a gift from Miss Flora Rose, director of the College until 1940. The fund is administered through the Office of Scholarships and Financial Aid, Day Hall.

THE ESTHER STOCKS LOAN FUND. Through the bequest of Mrs. Marion Houghtelin Hart of Winter Park, Florida, this fund was estab-

lished in 1961 for the use of graduate students in preschool education in the New York State College of Human Ecology. Students wishing to use the fund should contact the Office of Scholarships and Financial Aid, Day Hall, or the chairman of the Department of Human Development and Family Studies.

LAMBDA CHAPTER OF EPSILON SIGMA PHI, a national honorary fraternity for Cooperative Extension personnel, maintains a small loan fund. The first priority for loans is to members of the Cooperative Extension staff in New York State who are on study leave. Loans are also available to members of the immediate families of Epsilon Sigma Phi members and New York State Cooperative Extension staff. George Zonitch, East Roberts Hall, is chairman of the loan fund committee.

GRADUATE ASSISTANTSHIPS, FELLOWSHIPS, SCHOLARSHIPS, LOANS

Graduate assistantships, available in each of the departments of the College of Human Ecology, offer opportunities for a number of students to gain experience in college teaching, in preparation of teaching material, or in research. Applications for admission to the Cornell Graduate School and for fellowships and scholarships are made on one form. Applications for assistantships are made on a separate form. Both applications may be obtained from the department in which the applicant plans to study by writing to the appropriate department head, or to the Office of Records and Scheduling, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850. Application forms for admission also may be obtained from the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850. All applications should be returned to the Graduate School. Applicants must be accepted in the Graduate School before or concurrently with the award of assistantships and fellowships.

University fellowships, both junior and senior, are available to graduate students in the fields of human ecology in competition with graduate students in other fields of the University. (See *Announcement of the Graduate School* for further information.) In addition, certain fellowships and scholarships are available specifically for graduate students in human ecology.

Applications for assistantships should be filed as early as possible, preferably by January 25. Applications for fellowships and scholarships are due February 1. Awards are announced for both assistantships and fellowships by April 1.

The fellowships and scholarships listed below are available to qualified graduate students in human ecology.

GENERAL FOODS FUND FELLOWSHIPS. Fellowships for graduate study in the New York State College of Human Ecology were established in 1956 by the General Foods Fund, Inc. Applicants may major in

any field in the College of Human Ecology and may register for either the Master's or Doctor's degree. This grant may be awarded as two \$1,750 fellowships, or as one \$3,500 fellowship for a doctoral student. This is not an annual award; it was last offered in 1969-70 and will be awarded in 1970-71.

THE KATHARINE WYCKOFF HARRIS FELLOWSHIP was established in 1956 through a bequest of Miss Katharine Harris, a graduate of the College and for many years head of the Department of Institution Management. It was awarded for the first time in 1957-58. The fellowship is available to candidates who are majoring or minoring in human ecology fields. Preference is given to candidates whose major interest is in institution management. The award is made on the basis of academic record, successful experience in institution management, and potential contribution to the field of dietetics. Approximate value \$3,200.

THE HERBERT AND LILLIAN POWELL FELLOWSHIP was established through an endowment in memory of Mrs. Powell's sister, Miss Margaret L. Brew, who had been head of the Department of Textiles and Clothing. The fellowship is restricted to a Protestant woman in the field of home economics. Master's and doctoral degree candidates are equally eligible. Preference is given to candidates with major interest in the field of textiles and clothing or household economics and management. The approximate value of the award is \$2,800.

THE FLORA ROSE FELLOWSHIP was established to encourage capable people who have professional home economics experience to return for advanced study. Awarded for the first time in 1963-64, the fellowship is available to candidates with majors in any field in human ecology. Doctoral candidates are given preference. Alumni are given preference among candidates of equally high qualifications. The award is based on evidence of exceptional ability to pursue graduate study and on potential contribution in the area of college teaching and/or research. The total value is at least \$1,500.

HUMAN DEVELOPMENT AND FAMILY STUDIES. Twelve National Institute of Mental Health traineeships are available for Ph.D. candidates with major interest in this field. All applicants are asked to take the Graduate Record Examination. Total values: \$2,750 to \$3,950.

HUMAN NUTRITION AND FOOD. United States Public Health traineeships in administrative dietetics or nutrition are available to full-time graduate students who are United States citizens and who have completed a dietetic internship approved by the American Dietetic Association.

These traineeships provide tuition, fees, and a stipend ranging from \$3,000 to \$3,600 for twelve months.

THE GRACE STEININGER FELLOWSHIP FUND is available to candidates for advanced degrees who are majoring in the area of human

nutrition and food. Preference is given to doctoral candidates. Approximate value \$3,500.

THE HELEN CANON SCHOLARSHIP is available to candidates for advanced degrees who are majoring in the area of household economics and management. The scholarship is named for the former head of the Department of Household Economics and Management and is provided by the interest on an endowment fund established in her memory in 1958 by her sister, Miss Eva Tolman Canon, and by Miss Beulah Blackmore, a close friend for many years and former head of the Department of Textiles and Clothing. Approximate value \$1,500.

TWO SERBY-GILDEA SCHOLARSHIPS were established in 1966 by the Gildea Foundation at the request of Mr. and Mrs. (Gertrude Serby, '52) Ray Y. Gildea, Jr., '48.

The scholarships are to be administered by the Alumni Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meets the scholarship standards of the College Awards Committee. Each award is \$500.

THE MABEL A. ROLLINS SCHOLARSHIP is available to candidates for advanced degrees who are interested in studying either economic or managerial problems of families. The scholarship is named for the head of the former Department of Household Economics and Management. It will be awarded for the first time in 1970-71 and will have a value of at least \$250.

THE ANNA CORA SMITH SCHOLARSHIP. In 1930 two research fellowships were established through the will of Mrs. Cora Smith, widow of Professor Clinton DeWitt Smith, a graduate of the College of Agriculture. One fellowship was to be awarded to young women for research work in home economics problems. The other was to be the Clinton DeWitt Smith Fellowship in agriculture.

By the terms of the will the research in home economics was to be "not necessarily under the supervision of teachers of practical home economics, but possibly, or even probably, in the study of some economics problem under other professors; as for instance some problem in the chemistry of foods, or similar research that shall aim to add to home economics knowledge and make all its teachings more useful both to the State and to the individual." The selection of candidates is based not only on scholarship and need but on fitness for research work. Although the bequest was essentially for graduate students, its terms left freedom for consideration of others as well. Approximate value \$1,000.

THE RUTH ADA BIRK EASTWOOD SCHOLARSHIP is available to candidates for advanced degrees in the area of household economics and management and who are preparing for college teaching. This scholarship was established through a gift from the mother of the late Mrs. Ruth Ada Birk Eastwood, a former graduate assistant in the Department of Household Economics and Management. Approximate value \$1,500.

THE ETHEL B. WARING FELLOWSHIP is for graduate study in fields which contribute to the improvement of family living in other countries and societies. American students who are preparing for foreign service will be considered but preference will be given to students from other cultures who are preparing to return to their native countries. The grant is available to doctoral or master's candidates and to nondegree students. Approximate value \$700.

THE BLACKMORE SCHOLARSHIP was established in 1968 at the bequest of Beulah Blackmore in memory of her mother and father. The scholarship may be awarded to a needy graduate or undergraduate student interested in textiles and clothing. The amount of the award is approximately \$1,200.

DESCRIPTION OF COURSES

A new system of numbering courses was initiated in the College of Home Economics in September 1966. The new system is described below.

100-299: Courses primarily for underclassmen (freshmen and sophomores). Includes introductory courses; 200 courses may carry prerequisites of courses or class.

300-499: Courses primarily for upperclassmen (juniors and seniors) and graduate students.

500-599: Courses primarily for graduate students.

600-699: Courses restricted to graduate students.

In July 1969 the departmental organization of the College was changed resulting in five departments: Community Service Education, Consumer Economics and Public Policy, Design and Environmental Analysis, Human Development and Family Studies, and Human Nutrition and Food. This reorganization necessitated the renumbering of courses. Former course numbers appear in parentheses in the course descriptions which follow. Some courses are listed as interdepartmental (see below). A complete listing of old and new numbers and of courses offered in 1968-69 and 1969-70 which are no longer available appear on p. 118.

INTERDEPARTMENTAL COURSES

Interdepartmental courses may be counted in the fifteen credits required outside the major department.

312 (HEM 312). DECISION MAKING IN THE FAMILY

Fall and spring. Credit three to four hours. S U grades optional. Consult with instructors before registration. Prerequisite, one course in family and society (HDFS 262, Sociology 343 or 441). Misses Davey and Walker. T Th 1:25-3:20, and other hours to be arranged.

Decision making is studied in relation to the formation of family goals and the means the family uses to achieve the goals. The processes of decision making and factors that expand and limit alternatives are examined. Field trips are included to study the interrelationship of values, goals, and resources in managerial decision making.

Managerial concepts are applied in a variety of situations. The number and type of experiences determine the credit and course fee. Experiences include: (a) observation of family decision making and the integrative function of management through working with a family in the solution of a managerial problem; (b) participation in a small group that lives together and makes and implements decisions relative to some of the resources and activities associated with family living; and (c) exploration of other managerial problems to meet students' interests and needs.

Suggested for students preparing for positions in social work, Cooperative Extension, and other helping professions. Required of students in the interdepartmental major for teachers of home economics.

Maximum course fee is \$30.

350. MAN IN CONTEMPORARY SOCIETY

Fall and spring. Credit four hours. Hours to be arranged.

An interdisciplinary approach to problems of man in and interacting with his physical, biological, and social environment. Analysis of the interaction of the physical, biological, and social dimensions of selected problems of man; implications of these interactions for individuals and families in society.

413 (HEM 313). RESOURCE MANAGEMENT FOR EXCEPTIONAL FAMILIES.

Spring. Credit two to four hours. Prerequisite, a course in management, such as ID 312.

Examination of special managerial problems faced by families with exceptional imbalances in different resources. Analysis of techniques of compensating for resource limitations in families in poverty, with health handicaps, with young mothers in the labor force, one-parent families, student couples, and retired couples. Case studies. Field trips.

Suggested for students preparing to work with families in health and rehabilitation programs, social work, geriatrics, adult education programs and financial counseling.

Students desiring a field experience consult the instructors and register for three or four credits, with permission.

DIVISION OF ACADEMIC SERVICES

Barbara Morse, Acting Chairman

300 (CS 300). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

400 (CS 400). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students, in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration material. The second copy is left with the instructor. Students obtain form to be used from their counselors.

500 (CS 500). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For graduate students recommended by their chairmen and approved by the head of the department and the members of the staff in charge of the problem for independent, advanced work.

COMMUNICATION ARTS

A Joint Department of the Colleges of Human Ecology and Agriculture

William B. Ward, Head

Students interested in following the course requirements for a major in communication arts in combination with their work in human ecology may do so through the use of their State College elective hours. Students may obtain information regarding appropriate courses for this from their counselors. Courses in this Department may not be counted toward the minimum requirements of forty credits in human ecology.

Full description of the following courses will be found in the *Announcement of the College of Agriculture* under the Department of Communication Arts.

200. THEORY OF HUMAN COMMUNICATION

205. PARLIAMENTARY PROCEDURE

301. ORAL COMMUNICATION

302. ADVANCED ORAL COMMUNICATION

214. HISTORY OF MASS COMMUNICATION

215. INTRODUCTION TO MASS MEDIA

303. SMALL GROUP COMMUNICATION

312. ADVERTISING AND PROMOTION

313. WRITING FOR MAGAZINES

315. NEWS WRITING AND ANALYSIS

316. SCIENCE WRITING

311. RADIO AND TELEVISION COMMUNICATION

318. RADIO WRITING AND PRODUCTION

319. TELEVISION WRITING AND PRODUCTION

401. COMMUNICATION LAW

403. COMMUNICATION AND SOCIETY

404. PSYCHOLOGY OF COMMUNICATION

430. VISUAL COMMUNICATION

431. ART OF PUBLICATION

501. INTERNATIONAL COMMUNICATION

62 COMMUNITY SERVICE EDUCATION

512. SEMINAR: INTERPERSONAL COMMUNICATION

521. SEMINAR: UNITED STATES COMMUNICATION

524. COMMUNICATION IN THE DEVELOPING NATIONS

526. COMPARATIVE MASS MEDIA

531. STUDIES IN COMMUNICATION

543. FRONTIERS IN COMMUNICATION

550. ADVANCED COMMUNICATION SEMINAR

595. DIRECTED GRADUATE STUDY

COMMUNITY SERVICE EDUCATION

Sara Blackwell, Chairman; Mrs. Helen Nelson, Graduate Field Representative

The Department of Community Service Education focuses on the analysis of educational and social action processes and programs, especially those designed to help people improve the quality of everyday life. Faculty and students in the Department have in common a concern for understanding processes by which people make significant changes in their everyday behavior and in the near environment.

Professionals are needed who can design innovative programs for effecting change, participate in the implementation of such programs, and analyze systematically their impact on people. Preparation of these professionals is a primary function of the Department. To this end, the Department provides leadership for the development of appropriate interdepartmental majors for undergraduates and offers professional courses for such majors.

Interdepartmental majors now at various stages of development may help students prepare to teach home economics or health; to work in social agencies or social action programs; or to perform educational roles in a variety of settings as diverse as a community-level youth organization or the consumer service arm of a major industry.

Students interested in the other areas mentioned above should consult with faculty members in the Department or members of the departmental council for current information about possible programs. Requirements for the various majors are also available from the Division of Academic Services.

The graduate program in Community Service Education is a part of the Field of Education. The general degrees M.S. and Ph.D. may be earned, as well as the professional degrees M.A.T. and Ed.D.

Students' programs emphasize concepts and methods of inquiry in those social sciences that have relevance for dealing with problems of program planning, implementation, and evaluation. For example, analysis of group processes and interpersonal interaction in task-oriented groups is an important concern. Of particular interest is the group whose task is related to education or to informal socialization of its members or to change in the environment.

Research currently underway includes: development, field testing, and assessment of a course designed to help disadvantaged youth prepare for the dual role of homemaker-wage earner; evaluation of training programs for paraprofessionals in the human services; cross-cultural studies relating edu-

cational and sociological factors to individual behavior and family development; and studies of characteristics of adolescents related to educational and vocational decision making. Faculty and students in the Department are also participants in interdepartmental research designed to identify factors associated with movement out of poverty.

Requirements for all graduate degrees in education, and the types of majors available, are stated in the *Announcement of the Graduate School: Social Sciences*. Students interested in the community service education program should so indicate on their application even though no major with this title is listed.⁸ Applicants are required to submit scores on the aptitude test of the Graduate Record Examination; under certain circumstances, the Miller Analogies Test is an acceptable substitute for the G.R.E.

Sufficient assistantships are available in community service education to provide financial support as well as relevant professional experiences for many students. College and University fellowships are also available.

The Department has new and excellent facilities for teaching, research, and experimentation with educational technology. Cooperative relationships are maintained with schools in local and large urban centers for observation, participation, and research; similar relationships are being developed with a variety of other institutions and agencies concerned with human services.

240 (HEE 240). SOPHOMORE SEMINAR

Fall. Credit one or two hours. Mrs. Loucks. M 2:30.

Analysis of the role of a teacher in formal and informal situations. Determining needs of the adolescent based on biological and social growth and development. Examination of curricula and programs in home economics, health, consumer education, and related areas. Field trips and observations are included. An individual project may be developed for the second credit.

300 (HEE 300). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

325 (HEM 370). HEALTH INSTITUTIONS AND AGENCIES AS PROVIDERS OF FAMILY HEALTH CARE SERVICES

Spring. Credit three hours. S U grades optional. M W 2:30-4:25.

Developments in the health field that affect the availability and kinds of health services. Emphasis is placed on interrelationships between institutions and agencies, and the part each can play in prevention, diagnosis, and treatment of disease and disability.

Visits to institutions and contacts with local agencies will be made.

340 (HEE 340). CLINICAL ANALYSIS OF TEACHING

Fall and spring. Credit one hour. Education 411 prerequisite or parallel. Miss Minot. W 2:30-4:25.

Teaching episodes are analyzed in terms of principles of educational psychology. Emphasis is on a clinical analysis of teaching strategies and class-

8. Reorganization of Graduate Fields and majors is in process, but incomplete at the time of this writing.



Students explore the use of instructional resources for teaching.

room interaction. Microteaching gives students an opportunity to develop technical skills of teaching and to develop self-evaluative ability in the analysis of teaching.

400 (HEE 400). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

410 (HEE 410). THE HUMAN ECOLOGIST AS A TEACHER

Spring. Credit three hours. Mrs. Miller. M F 1:25 and one hour to be arranged.

Designed for students who plan to be Cooperative Extension agents, dietitians, social workers, home service representatives, youth or adult group leaders, or to undertake other work which will involve teaching in informal situations. Consideration will be given to social-psychological factors affecting the teaching-learning process, approach to different age and ability levels, use of appropriate media for different purposes, and various instructional techniques applicable to different groups of learners. Opportunity will be provided for observation and participation in teaching.

411 (HEE 411). INTRODUCTION TO ADULT EDUCATION

Fall. Credit three hours. S U grades optional. Miss Imbler. W F 2:30-3:55.

Focuses on the broad aspects of adult education, types and scope of adult education programs, philosophy and principles of adult education, and community and organizational factors affecting development of adult programs. Opportunity will be provided for field trips for observation of adult

education programs in business and industry and in community organizations and agencies.

416. THE FACILITATIVE PROCESSES AND THE HELPING RELATIONSHIP

Spring. Credit three hours. S U grades optional. Miss Imbler. F 2:30-4:25. Small group laboratory W 7-9 P.M. Enrollment by permission of instructor; limited to twenty students.

Designed for those entering the helping professions, such as education, social services, and health. Concentration will be on theory, research, and training in the facilitative processes in the helping relationship. The model to be used as a basis for training will be that developed by Carkhuff. Training will include use of role playing, dyad and triad skill practice exercises, aural and videotapes. Each class member will participate in a small group laboratory during which emphasis will be placed upon the development of the facilitative attitudes and skills. Students will collaborate with the instructor in a research project in connection with the course.

440-441-442 (HEE 440-441-442). THE ART OF TEACHING

To be taken in two successive terms, 440 in the first and both 441 and 442 in the second. Open to juniors and seniors preparing to teach home economics and related subjects in the public schools. Miss Minot, coordinator, assisted by Misses Blackwell and Elliott; Mrs. Loucks, Mrs. Nelson, and Mrs. Taylor; and cooperating teachers.

This sequence of courses involves observation and participation in the home economics program of one or more schools in communities near Ithaca. Community Service Education 440 is offered on a regular schedule throughout each semester, but special scheduling is required for CSE 441 and 442. *The instructional resource center is available for independent study throughout the year for all registered students.*

440 (HEE 440). THE ART OF TEACHING: CURRICULUM DEVELOPMENT

Fall and spring. Credit two hours. T Th 8. Students need one three-hour period between 8 A.M. and 3 P.M. each week for six weeks for the purpose of visiting home economics and related programs in cooperating schools.

Emphasis is on the development of instructional plans that reflect understanding of principles of curriculum development, of adolescents and how they differ, of factors influencing the efficiency of learning, and of current trends in society and human ecology subject matter.

441 (HEE 441). THE ART OF TEACHING: WORKSHOP

Fall and spring. Credit two hours. To be scheduled concurrently with CSE 442 and 443. A two-week workshop is conducted at the beginning of the term, and the independent study period is used for directed study related to student teaching. Hours to be arranged.

Consideration is given to major concerns related to teaching at the secondary level: implementation of plans, evaluation, department management, space and equipment, action research, and philosophy of teaching home economics and related subjects.

442 (HEE 442). THE ART OF TEACHING: STUDENT TEACHING

Fall and spring. Credit six hours. Students teaching full time for six weeks. When vacations of the cooperating school and the University do not cor-

respond, each student is expected to follow the vacation schedule of the former.

Guided student teaching experience with students assigned to cooperating public schools. Student teachers live in the school communities and work under the guidance of both local teachers and Department faculty.

443. CRITICAL ISSUES IN EDUCATION

Fall and spring. Credit two hours. Hours to be arranged. To be scheduled concurrently with CSE 441 and 442.

An examination of current issues in education. Analysis of the historical, philosophical, social, and political factors that affect the issues.

500 (HEE 500). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. S U grades optional. Department faculty. For students recommended by their chairmen and approved by the instructor in charge for independent, advanced work.

510 (HEE 540). SEMINAR IN ADULT EDUCATION

Fall. Credit three hours. S U grades optional. Miss Imbler. W F 9:05-10:35.

The seminar is designed to deal with significant problem areas in adult education, such as, philosophy of adult education, the teaching-learning process for adults, special problems of the disadvantaged adult learner. Implications of theory and research in the problem area will be important considerations. One specific problem area will be considered each time the seminar is offered, the particular area to be announced at preregistration time. The seminar may be repeated with permission of the instructor.

550 (HEE 555). COMPARATIVE ASPECTS OF EDUCATION AND SOCIAL DEVELOPMENT

Fall. Credit three hours. S U grades optional. Permission of the instructor is required. Miss Rhodes. M W 1:25-2:55.

Factors related to the development of educational programs for family and community improvement in differing cultures. Analysis of needs and evaluation of methods of approach in countries at varying levels of development.

[CSE 570 (HEE 590). SEMINAR IN HIGHER EDUCATION]

Fall. Credit three hours. S U grades optional. Miss Rhodes. Hours to be arranged. Not offered in 1970-71; will be offered in 1971-72.

571-572 (HEE 661-662). THE TEACHER EDUCATOR IN HOME ECONOMICS

For graduate students preparing for teacher education positions involving supervision of student teachers. Permission of the instructors is required. Previous experience in teaching home economics at the secondary level is required for CSE 572.

571. Fall. Credit three hours. Mrs. Nelson. Class hours to be arranged. Also observation and participation in CSE 240 and 440, and several half-day field trips.

Opportunity is provided for students to develop understanding of teacher education practices by observing and participating in the undergraduate program. Participation involves teaching and individual work with students. Additional experiences include observation of student teachers and of supervisory conferences in student teaching centers.



A student teacher discusses her progress with the cooperating teacher.

572. Spring. Credit four hours. Miss Minot. Hours to be arranged. Observation and participation first half of the semester, and weekly half-day or full-day field trips for last half of the semester.

Seminar is concerned with basic principles of supervision and their application to the preservice education of home economics teachers. Opportunity is provided for observation and participation in CSE 340, 441 and 442, including some teaching in the courses and the supervision of a student teacher.

[579 (HEM 689). THE TEACHING OF HOME MANAGEMENT IN COLLEGE]

Spring. Credit one to three hours. Permission of the instructor is required. Miss Davey. Hours to be arranged. Not offered in 1970-71; will be offered in 1971-72.

580 (HEE 580). SEMINAR IN COMMUNITY SERVICE EDUCATION

Fall and spring. Credit one hour. S U grades exclusive. Department faculty. M 12:20.

An informal seminar for graduate students and faculty. One or two major topics to be considered each term. May be repeated for credit with permission of instructor.

584 (HEE 549). CURRICULUM DEVELOPMENT

Spring. Credit three hours. Miss Rhodes. W F 8:25-9:50. For students with professional experience in some aspect of teaching or by permission of the instructor.

An examination of the social, psychological, and philosophical bases of curriculum theory with special attention to techniques presently used in curriculum development. Opportunity provided for students to work on individual or group projects related to their interest and expertise.

590 (HEE 559). EVALUATION

Fall. Credit three hours. Mrs. Nelson. T Th 1:25-2:55. For high school and college teachers, administrators, extension agents, educational program directors, and research workers. Students without experience in any of these professional positions are admitted by permission of the instructor.

Basic principles of evaluation studied in relation to specific methods of appraising educational programs or individual achievement. Opportunities will be given for constructing and using evaluation instruments.

599 (HEE 599). MASTER'S THESIS AND RESEARCH

Fall and spring. Credit and hours to be arranged. S U grades optional. Registration with permission of the chairman of the graduate committee and the instructor. Department graduate faculty.

673 (HEE 663). INTERNSHIP AND FIELD WORK IN TEACHER EDUCATION

Fall. Credit two hours. S U grades optional. Prerequisites, 571 and 572. Miss Minot and Mrs. Nelson. Hours to be arranged.

Involves supervision of student teachers and conferences as needed with college supervisor and cooperating teachers in the schools. Provision made for a follow-up visit to a first-year teacher.

CSE 675 (HEE 670). ADMINISTRATION AND SUPERVISION PRACTICUM

Spring. Credit two hours. S U grades optional. Permission of the instructor required. Miss Rhodes. F 1:25.

Analysis of principles of supervision and administration in educational institutions through directed observation of the organization of state, city and college programs concerned with aspects of community service education.

Approximate cost of field trips \$35.

690 (HEE 660). SEMINAR IN EVALUATION

Spring. Credit two hours. S U grades optional. Prerequisites, CSE 590 and Education 453 or equivalents. Miss Blackwell. T Th 3-4:30.

Opportunity for intensive study of literature concerning selected topics in evaluation, for refinement of appraisal techniques, and for carrying out an evaluative study related to current departmental research.

699 (HEE 699). DOCTORAL THESIS AND RESEARCH

Fall and spring. Credit and hours to be arranged. S U grades optional. Registration with permission of the chairman of the graduate committee and the instructor. Department graduate faculty.

CONSUMER ECONOMICS AND PUBLIC POLICY

Gwen J. Byrners, Chairman; Marjorie Galenson, Graduate Field Representative

The central concern of this Department is the welfare of the consumer in society. Programs of study, research, and public service emphasize not only family spending for material goods and services such as food, shelter, and clothing, but also family and social investment in human capital. The faculty, comprised of social scientists from several disciplines, are also interested in how social and economic policies affect consumer behavior and

human welfare at all levels of society. The economic, social, and political interests of the Department are especially manifested in its concern for the relationship between consumers and their housing.

The Department offers programs leading to the bachelor, master, and doctoral degrees. At the undergraduate level, the student is offered two majors: consumer economics and housing.

Consumer Economics

An expanding concern for consumer well-being on the part of both government and private industry indicates that consumer economics is a growing field. A major in the area of consumer economics requires a strong base in those subjects that contribute to an understanding of a market economy and the consumer's rights and responsibilities.

Graduates of the Department would be valuable to governmental agencies providing consumer services such as the Food and Drug Administration and the United States Department of Agriculture. They would also be equipped to work with business and industry in consumer relations divisions. Students electing this major may combine it with work in food, textiles, or household equipment. This major may also be combined with work in family studies, management, and community service education as preparation for careers in social service or for teacher preparation.

Preparation for graduate work and research in consumer economics requires that the student take work in mathematics, economic theory, and other supporting disciplines. Students who contemplate advanced study are urged to work closely with their subject-matter adviser when choosing electives.

Housing

Housing probably is of more concern today at different levels of government and among different organizations than ever before in our history. Numerous interesting career opportunities are available to housing majors.

Housing is a social science-based program. The student, in consultation with his departmental adviser, is expected to take course work closely related to housing concerns (i.e., city planning, poverty, racial relations, demography, family and community decision making). The major consists of course work and special studies designed to prepare students for positions in both public and private housing organizations and to work with community groups with housing concerns.

Considerable program flexibility is possible. Special interests and career needs of the student may be accommodated through use of elective credits and through employment of the undergraduate thesis to investigate a topic of special concern to the student.

Specific course requirements of these majors are available in the Division of Academic Services.

100 (HEM 100). INTRODUCTION TO CONSUMER ECONOMICS AND PUBLIC POLICY

Fall. Credit three hours. S U grades optional. Mrs. Robinson. M W F 10:10-11.

An introductory course designed to provide a basic understanding of macroeconomics with particular concern for those areas having an impact on families. The course will cover national income accounting, income distri-

70 CONSUMER ECONOMICS AND PUBLIC POLICY

bution, prices, and monetary and fiscal policy. This study will serve as a basis for the study of income redistribution programs and other areas of government action.

147 (HD 147). HOUSING AND SOCIETY

Fall. Credit two hours. Mrs. Blanchard. T 7-9 P.M.

A survey of contemporary American housing and its formative processes as they relate to individual, family, and community welfare. The following topics will be investigated: relation of housing to urbanism and planning; functioning of housing markets and the housebuilding industry; the roles of housing specialists; the selection, acquisition, and financing of housing by consumers; housing needs and standards; housing controls; government housing policy; and contemporary housing problems and issues.

148 (HD 148). HOUSING PERSPECTIVES AND PROBLEMS

Spring. Credit two hours. Prerequisite, CEPP 147 (HD 147) or permission of instructor. Mrs. Blanchard. T 7-9 P.M.

A survey of current topics in housing including, but not restricted to: housing problems of special groups; landlord-tenant relations; and the technology of housing. Guest lecturers include staff members of the Department of Consumer Economics and Public Policy and others representing a variety of disciplines and viewpoints.

230 (HEM 260). PROBLEMS IN PROVIDING CONSUMER GOODS

Fall. Credit three hours. S U grades optional. Economics 101-102 recommended. Miss Bymers. M W F 8.

The basis for a better understanding of the marketing system as it is concerned with the distribution of consumer goods. Emphasis is on the joint interest of industry, consumers, and the government in an efficient marketing system. Areas covered include the functions of marketing; the growth, development, and continual change of marketing institutions; available consumer information; and consumer protection in the market. Occasional field trips may be taken in place of class meetings.

300 (HD 300, HEM 300). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. S U grades optional. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

[311 (HEM 280). TIME MANAGEMENT]

Spring. Credit three hours. S U grades optional. Miss Walker. Not offered in 1970-71.

320 (HEM 340). ECONOMICS OF CONSUMPTION

Spring. Credit three hours. S U grades optional. Open to graduate students. Prerequisite, Economics 101-102 or equivalent. Miss Bymers. M W F 11:15-12:05.

An investigation of economic theories and concepts relevant to an understanding of consumer choice and its role in a market economy at both the

individual and aggregate levels. Empirical investigations of consumer spending and saving are examined and discussed as well as conceptual and methodological problems associated with standard budget development.

330 (HEM 330). MANAGEMENT IN RELATION TO PERSONAL FINANCES

Spring. Credit three hours. S U grades optional. For juniors and seniors, sophomores by permission of the instructor. Mrs. Robinson. M W F 9:05-9:55.

The study of personal financial management at various income levels and during different stages of the family life cycle. Topics covered will include the use of budgets and record keeping in achieving family economic goals; the role of credit and the need for financial counseling; economic risks and available protection; and alternative forms of saving and investment.

333 (TC 333). PRINCIPLES OF MARKETING

Spring. Credit three hours. Prerequisite, Economics 102. Miss Dardis. M W F 8-8:50.

A study of marketing functions and institutions; marketing policies and practices, including marketing research, product development, pricing, and promotion; government regulation of market behavior.

345 (HD 345). SOCIAL ASPECTS OF HOUSING IN DEVELOPING COUNTRIES

Fall. Credit three hours. Prerequisite, CEPP 147 (HD 147) or permission of instructor. S U grades optional. T Th 9:05-9:45, and one hour to be arranged.

The course will emphasize an institutional approach in three substantive areas in selected Latin American and African countries: (1) new housing programming and research methodologies in urban centers; (2) recent urban political theories; and (3) the impact of emerging community institutions on housing and urban development.

348 (HD 348). SOCIAL ASPECTS OF HOUSING IN AMERICAN SOCIETY

Fall. Credit two hours. Prerequisite, CEPP 147 (HD 147) or permission of instructor. Mr. Morris. M W 9:05-9:55.

An analysis of social factors in housing and the neighborhood undertaken through an examination of the distribution of housing in American society and the role played by housing programs in such distribution. Studied are the needs, preferences, aspirations and objective housing conditions of various social groupings, including low-income populations, minority groups, and other groups with special housing needs.

349 (HD 349). ECONOMIC ASPECTS OF HOUSING IN AMERICAN SOCIETY

Spring. Credit two hours. Prerequisite, CEPP 147 (HD 147) or permission of instructor. Mr. Bower. T Th 11:15-12:05.

An analysis of the impact of social and technological change upon the structure, operations, and performance of various housing submarkets and their productive mechanisms. Particular attention will be given to governmental programs designed to alter performance in furtherance of current and emergent societal goals.

355 (HEM 395). ECONOMIC CONDITIONS IN RELATION TO THE WELFARE OF FAMILIES

Fall. Credit three hours. S U grades optional for nonmajors. Open to sopho-

mores, juniors, and seniors. Graduate students may elect to audit and write a research paper for one to two credits under CEPP 500 (HEM 500). Prerequisite, Economics 101-102 or equivalent. Mrs. Vatter. T Th 11:15-12:30.

Examination of contemporary economic problems that affect the welfare of families in the United States. Examples are affluence and poverty; monetary and fiscal policies as these affect families; efficacy of the delivery of public services in the area of health, education, subsidized housing, etc. Where relevant, the historical origin of these problems will be studied.

400 (HD 400, HEM 400). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. S U grades optional. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the Department, must be filed with preregistration material. The second copy is left with the instructor. Students obtain form to be used from their counselors.

442 (HD 402). FACULTY-STUDENT SEMINAR IN HOUSING

Fall. Credit two hours. Prerequisite, CEPP 147 and a minimum of six additional credit hours of housing courses. S U grades optional. Staff. Time to be arranged.

Consideration and discussion of current research in housing. Student will develop a thesis topic.

465 (HEM 365). CONSUMER AND THE LAW

Spring. Credit three hours. S U grades optional. Prerequisite, CEPP 230 (HEM 260) or permission of the instructor. Mrs. Galenson. T Th 9:05-10:20.

The emphasis will be on the work of the Federal agencies and on court decisions as these affect consumers in the market. Topics covered will include liability for injury from consumer products; laws covering safety of drugs, labeling, and advertising; and the consumer problems arising from ignorance and poverty.

472. COMMUNITY DECISION MAKING

Spring. Credit three hours. S U grades optional. Consult instructor before registering. Mr. Hahn. F 1:15-4:25.

Course designed primarily for students interested in the political aspects of public policy questions at the local community level. The course will concentrate on the investigation of the relationships between individuals and the political system. It will consider political behavior and participation, community decision-making processes, linkages between leaders and led, and strategies for participation and influence. Special attention will be given to the situation of low-income people and other minority-group members.

480. WELFARE ECONOMICS

Fall. Credit three hours. S U grades optional. Prerequisite, Economics 311. Miss Dardis. M W F 11:15-12:05.

A study of the social desirability of alternative allocation of resources. Topics include Pareto optimality, external effects in production and consumption, public expenditure decisions and the measurement of welfare.

499 (HD 499). UNDERGRADUATE THESIS FOR UNDERGRADUATE HOUSING MAJORS

Spring. Credit three or six hours. Hours to be arranged. Prerequisite, CEPP 442 (HD 402) and consent of adviser. Staff.

500 (HD 500, HEM 500). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. S U grades optional. For graduate students recommended by their chairman and approved by the head of the department and the instructor in charge for independent, advanced work.

501 (HEM 501, HD 602). RESEARCH DESIGN AND ANALYSIS IN THE SOCIAL SCIENCES

Spring. Credit three hours. Prerequisites, introductory statistics course and permission of the instructor. Mr. Morris. W 2:30-4:25.

The course is a general introduction to the design and analysis of research. The emphasis will be on survey research methods for social and economic studies. A two-hour weekly laboratory session will be held in which data from a research project in progress will be analyzed to provide experience in applying the concepts and techniques developed in lecture sessions.

511 (HEM 652). TIME AS A FAMILY RESOURCE

Fall. Credit three hours. S U grades optional. Open to seniors by permission of instructor. Miss Walker. Hours to be arranged.

Meanings of time and time measurement. Critical review of research in use of time for work and leisure in the United States and other countries. Implications of this research in light of contemporary views of time problems as seen by social scientists.

519 (HEM 619). SEMINAR IN FAMILY DECISION MAKING

Fall. Credit three hours. S U grades optional. Consult instructor before registering. Miss Davey. T Th 10:10-11.

The decision event in the family is studied in depth; that is, the behavior of the decision maker, the decision processes of goal formation and implementation, and the situational constraints.

530. FAMILY FINANCIAL MANAGEMENT

Spring. Credit three hours. Prerequisite, CEPP 330 (HEM 330) or equivalent. Miss Bymers and Miss Wiegand. Time to be arranged.

A study of developments in the family financial management field with emphasis on the role of the consultant. An effort will be made to establish criteria for achieving and evaluating successful family financial management, and to develop skills in working with families on money management problems.

540 (HD 540). FUNDAMENTALS OF HOUSING

Fall. Credit two hours. Consult with instructor prior to registration. Mr. Bower. T 3:35-5:15.

An introductory survey of housing as a field of graduate study. Consideration of the spatial context and institutional setting of housing; the structure, operations, and performance of the housing market and the house-building industry; housing finance; the nature, operations, impact, and policy of government housing programs; contemporary housing problems and issues.



Students have the opportunity to use the instructional resource center for independent study.

542 (HD 542). HOUSING MARKET ANALYSIS

Fall. Credit three hours. Permission of the instructor is required. S U grades optional. F 2:30-4:25.

Designed to give the student a basic understanding of local housing market operations and mechanisms, including demand determinants, such as demographic, economic, and institutional characteristics; supply determinants, such as the quality, nature, and expected changes of the inventory; and market indicators, such as price, vacancies, and real estate transactions. The first part of the course describes the traditional approach to housing market analysis. The second part is devoted to the description and evaluation of mathematical models in spatially locating required residential activities. Land use and transportation models are used as examples. A field problem is included in the course.

545 (HD 545). SOCIAL ASPECT OF HOUSING IN DEVELOPING COUNTRIES

Fall. Credit three hours. Permission of the instructor is required. S U grades optional.

Graduate section of CEPP 345 (HD 345).

546 (HD 546). SOCIAL ASPECTS OF HOUSING IN DEVELOPING COUNTRIES

Spring. Credit three hours. Prerequisites, CEPP 545 (HD 545) and permission of instructor. S U grades optional.

The course will follow a case method approach to study the social, political, economic, and technological problems of housing and urban development in selected countries.

548 (HD 548). SOCIAL PROBLEMS IN HOUSING

Fall. Credit three hours. Prerequisite, CEPP 540 (HD 540) or permission of instructor. Mr. Morris. T Th 10:10-11:30.

A sociological analysis of the distribution of housing in society through an examination of cultural and social determinants of the location, types and quality of the housing occupied by key social groups and subgroups from the social problems frame of reference. Specific topics include the roles played by social and personal disorganization and subcultural differences in blocking the equitable application of past and present housing programs.

549 (HD 549). PRODUCTION OF HOUSING

Spring. Credit two hours. Prerequisite, CEPP 540 (HD 540) or permission of instructor. Mr. Bower. T 3:35-5:15.

An examination of the system of producing shelter in the United States, its structure and major processes. Focus will be on decision making within existing institutional constraints.

Description and evaluation of major subsystems including contractual and speculative home building, the prefabrication industry, mobile home manufacturing, and production of rental housing. Some attention will be devoted to building of "new towns" and production of housing in conjunction with a number of special-purpose governmental programs.

571. COMMUNITY CHANGE AND DEVELOPMENT IN THE UNITED STATES

Fall. Credit three hours. S U grades optional. Open to juniors and seniors with permission of the instructor. Mr. Hahn. Time to be arranged.

Seminar addressed to the question of strategies for community change and development in a highly complex, rapidly changing, postindustrial society. Among the topics will be the meaning of community in a postindustrial society, the determination of appropriate goals, problems of achieving consensus on goals, and a comparison and evaluation of various strategies and approaches (including politics, planning, community development, community organization, and public service education).

597 (HEM 597). SEMINAR

Fall and spring. Department faculty. S U grades exclusive. M 4-5.

Planned to orient students to graduate work in the field, to keep students and faculty abreast of new developments and research findings, to acquaint them with subject matter in related areas, and to provide opportunity to examine and discuss problems of the field.

599 (HD 599, HEM 599). MASTER'S THESIS AND RESEARCH

Fall and spring. S U grades optional. Registration with permission of the instructor and chairman of graduate committee. Department Graduate faculty.

620 (HEM 640). READINGS IN THE ECONOMICS OF CONSUMPTION

Fall. Credit three hours. S U grades optional. Prerequisite, CEPP 320 (HEM 340) or the equivalent. Consult instructor before registering. Mrs. Galenson. Time to be arranged.

Critical review of Friedman, Modigliani, and other theoretical and empirical works in the current literature dealing with the economics of consumption.

640 (HD 600). SEMINAR IN CURRENT HOUSING ISSUES

Spring. Credit three hours. Prerequisite, CEPP 540 (HD 540) or permission of the instructor. Hours to be arranged.

Focuses on a selected group of national issues related to housing. The issues evaluated vary from year to year based on current importance and student interest. When possible, these are studies in the context of present or recent research, with emphasis on both subject content and methodology.

643 (HD 603). READINGS IN HOUSING

Spring. Credit two hours. Prerequisites, CEPP 540 (HD 540) and permission of the instructor. Department faculty. Hours for discussion of readings to be arranged.

658 (HEM 698). SEMINAR FOR DOCTORAL CANDIDATES

Spring. Credit two hours. S U grades optional. Department staff.

Review of critical issues and thought in consumer economics and public policy questions.

699 (HD 699, HEM 699). DOCTORAL THESIS AND RESEARCH

Fall and spring. S U grades optional. Registration with permission of the instructor and chairman of graduate committee. Department Graduate staff.

DESIGN AND ENVIRONMENTAL ANALYSIS

Joseph A. Carreiro, Chairman; Mary E. Purchase, Graduate Field Representative

The Department of Design and Environmental Analysis is concerned with the creation, change, and control of the quality of the physical aspects of the near environment. The near environment encompasses the spaces or personal territory the individual occupies as he moves about in his work and leisure activities at home and away from home. Of central concern are the human and social needs of individuals and families as affected by the characteristics of space and the items in it.

The subject matter deals with basic concepts of design; the chemical, physical, and structural properties of textiles, metals, wood, clay, and other materials important in the makeup of the near environment; the psychological, sociological, and managerial analyses of man's relationship to his physical environment; and the processes of converting data from materials and human factors engineering into physical solutions to problems of human needs.

Study in the Department provides opportunity for developing multidisciplinary approaches to solve man's problems of coping with the near environment, such as restrictions imposed by limited space and choice of materials used in clothing, equipment, and furnishings. Other problems concern equipment and layout designs requiring a high level of effort. Optimal combinations of color, light, texture, and space must be chosen for intellectual and emotional development and stability. And the maintenance of clean, comfortable, and appropriately quiet conditions for health, recreation, and work, as well as the prevention of household soils, represent continuing problems to solve for control of these aspects of the quality of one's near environment.

Courses are planned to develop creative abilities, artistic judgment, analytical expertise, problem solving approaches, and understanding of the interrelatedness of the various facets of the subject matter. Problem solutions that represent optimal balance among aesthetic, functional, and economic considerations are emphasized. Excellent and varied laboratory facilities permit exploration of materials, processes, and analytical techniques.

A *major in design and environmental analysis* is built upon some knowledge of basic design, properties of materials, and the relationships between the near environment and human and social needs. Further specialization is provided through opportunities to emphasize the design of the near environment, the science of textiles and other materials, and effects on the person of space, equipment, and furnishings, such as the interactions of people and their work. The major requires that the student develop some strength in physical sciences, social sciences, and design, and greater depth in one area depending upon the specialization chosen by the student.

Career outlets vary widely. Some careers are associated with those professions concerned with the design of objects for the near environment and the space in which they are used. Other careers are in educational programs—both formal and informal—and various types of communications programs. For students emphasizing *design*, positions may be in consumer product design or industrial design, apparel design, interior design and space planning, including activity areas such as kitchens. For students emphasizing *textiles* or other materials important in products used in the near environment, professional work includes consumer information programs and certain aspects of business and industry in which knowledge of properties and structure of materials and their end-uses must be linked. Students emphasizing *human and social needs in the near environment* can function effectively in

consumer information programs, as a team member in rehabilitation of physically handicapped and culturally deprived persons, and in interpreting information critical to the design of the near environment to help persons control the quality and characteristics of their surroundings.

Detailed information regarding specific course requirements for the major may be obtained from the Division of Academic Services.

Courses in other colleges of the University that are related to the work in design and environmental analysis are in *anatomy, anthropology, architecture, chemistry, city planning, education, history of art, mathematics, painting, physics, physiology, psychology, sculpture, sociology, statistics.*

An *Honors program* is offered by the Department, leading to the Bachelor of Science degree with Honors in Design and Environmental Analysis. Students may apply for admission to the Honors program in the spring semester of the sophomore year. Details of the special work required beyond that normally required for courses in the Department are available through the chairman of the Department.

Graduate work for the master's degree is offered in design and in environmental analysis. Candidates for a Ph.D. may minor in design and environmental analysis. (See *Announcement of the Graduate School: Social Sciences.*)

The Department maintains an art and environmental design gallery where exhibitions from professional sources of current work in consumer product design, interior space design, apparel design, historical analyses of design, creative uses of materials in products, crafts, and sculpture are on display for study and enjoyment. Students' class projects and faculty work are also shown.

The Department also maintains the Cornell Costume Collection, an interdisciplinary educational resource that provides stimulation for design ideas through range of form, color, texture and pattern; evidence of change through historical development of apparel arts and crafts; and evidence of interaction of cultures illustrated in apparel arts and crafts.

Times and sections of the following courses to be announced.

110 (HD 100). FUNDAMENTALS OF DESIGN

Fall and spring. Credit three hours.

A studio course involving an introduction to the fundamental vocabulary of design, an exploration of the basic elements (line, plane, volume, color, texture, motion, light, etc.), and experimentation with the development of design form.

Studio assignments are intended to develop awareness of these elements and sensitivity to their use. The student is encouraged to enlarge his visual experience through investigation and individual discovery and to exercise his intellectual curiosity in the search for universal principles of design. Minimum cost of materials, \$15.

111. DESIGN I: INTRODUCTION TO DESIGN

Fall. Credit two hours. Recommended to precede or parallel DEA 110, 115, and 116 for those majoring in the department beginning fall term 1970.

The course is intended to provide the student in design, as well as those in other academic areas, with a general background in the fields of design. Differences in philosophical premises among designers, their social and functional role in society, as well as various movements in the visual arts will be covered. The course will review the spectrum of design activities with an emphasis on the designer's role in a technological society. Lectures and visual material prepared by the design staff of the Department of Design and

Environmental Analysis as well as lectures by visiting designers currently practicing in their respective fields will be included.

115 (HD 105). BASIC DRAWING

Fall and spring. Credit three hours.

Introduction to the fundamentals of drawing and use of basic drawing media. Aids the student in developing individual ability to communicate expressively in the nonverbal language of drawing and image making. Intended to develop students' freehand sketching ability for purposes of rapid visualization so that the student may better conceptualize design ideas for interior, product, and apparel design.

116 (HD 106). DESCRIPTIVE DRAWING

Fall and spring. Credit three hours. Prerequisite, DEA 110.

Intended to develop powers of accurate observation and the ability to communicate ideas and information through representational delineation. Perspective, drafting techniques, and orthographic projection will be included. The purpose is to develop techniques and skills necessary for the professional communication of ideas and information.

135 (TC 175). TEXTILE MATERIALS

Fall. Credit three hours.

An introduction to the properties of textile materials with consideration of their consumer use, characteristics, and economic importance. Behavior of textile materials are observed in relation to environmental conditions which influence aesthetics, comfort, and performance.

145 (TC 151). APPAREL DESIGN I

Fall and spring. Credit three hours.

A study of the fundamental principles and processes of flat pattern design and clothing construction. Laboratory experiences include the development of a master pattern for an individual from a basic commercial pattern. Students are expected, as a result of the discovery and understanding of relevant concepts, to relate flat pattern and construction techniques to apparel design problems.

150. ENVIRONMENTAL ANALYSIS: HUMAN AND SOCIAL FACTORS

Spring. Credit three hours.

Introduction to the study of the relations between the physical environment and man's behavior as an individual and in groups. Perception of space and effects of spatial arrangements on interactions between persons (social geography). Significance of man's capabilities and limitations in design of man-machine systems. Guidelines for analyzing environmental conditions.

210 (HD 200). DESIGN

Fall and spring. Credit three hours. Prerequisite, DEA 110 or equivalent.

A continuation of DEA 110 involving more complex concepts and advanced techniques.

230 (HEM 220). SCIENCE FOR CONSUMERS

Fall. Credit three hours. S U grades optional.

Principles of science applied to household equipment and supplies. Topics include the chemistry of cleaning agents, chemical characteristics of surfaces to be cleaned, electricity in dwellings, heat transfer, control of environmental

conditions in dwellings, and mechanics of equipment. Of particular value for environmental designers and analysts and for students planning to work with consumers: teachers, extension workers, home service personnel, consumer consultants, and social workers.

235 (TC 475). TEXTILE MATERIALS: CHARACTERIZATION AND EVALUATION

Fall and spring. Credit three hours. Prerequisites, DEA 135 and Chemistry 103-104 or Chemistry 107-108. Requires two unscheduled hours of independent laboratory work weekly.

A series of cooperative class problems involving a wide range of fibers and fabrics, testing procedures, and laboratory instruments. These are used in defining properties important to satisfaction and serviceability in terms of selection, utilization, and care. Laboratory work includes the solving of problems by the application of different testing instruments, standard and tentative evaluative methods of both the American Society for Testing and Materials and the American Association of Textile Chemists and Colorists. Other experimental methods are developed with and for the class. American National Standards Institute L22 Minimum Requirements for Textile End-Use Performance for apparel and home furnishing fabrics are considered wherever pertinent. Research and consumer methods of analyzing and interpreting data and presenting reports.

251 (HD 221). HISTORIC FURNITURE AND INTERIOR DESIGN

Fall. Credit three hours. Prerequisite, DEA 110.

A study of the patterns of historical development and change in furniture and interiors from man's earliest expressions through the eighteenth century, as they reflect the changing cultural framework of Western civilization, excluding America.

252 (HD 222). HISTORIC FURNITURE AND INTERIOR DESIGN

Spring. Credit three hours. Prerequisite, DEA 251.

A study of the patterns of historical development and change as revealed through American furniture and interiors 1650-1885. Design forms are considered individually, collectively, and in their overall historical context as they express the efforts, values, and ideals of American civilization. Field trip.

260 (HD 220). INTERIOR DESIGN I: FUNDAMENTALS OF SPACE PLANNING

Fall and spring. Credit three hours. Prerequisites, DEA 110 or equivalent, DEA 116, DEA 150, and DEA 210 or DEA 262.

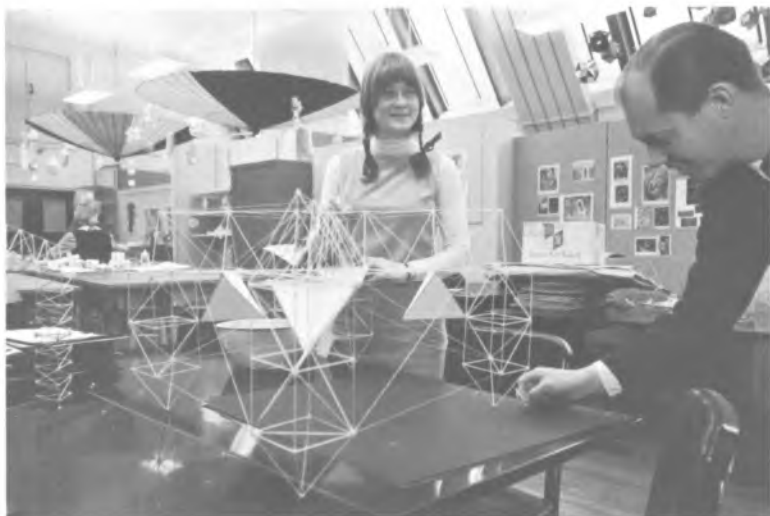
A studio course emphasizing the interrelationships of fundamental principles of design and human and social factors as applied to the planning of interiors for residential and related uses. Selection and layout of equipment and furnishings are coordinated with understanding of group and individual needs and expressed in the articulation of space, lighting, color, and materials.

Lectures, discussions, and readings present background information. Techniques are presented for studio work in solving interior design problems. Minimum cost of materials, \$10.

261 (HD 219). FUNDAMENTALS OF INTERIOR DESIGN

Spring. Credit three hours. Prerequisite, DEA 110 or equivalent. (Not to be taken by students specializing in interior design.)

A studio course which emphasizes the fundamental principles of design as applied to the planning of residential interiors and coordinated with an



A tension-compression problem in the course Form, Structure, and Space.

understanding of family and individual needs. Studio problems explore choices of materials, space planning, selection and arrangement of furniture, lighting and color.

Illustrated lectures, readings, and introductory drafting and rendering techniques are presented as background information and tools for solving interior design problems. Minimum cost of materials, \$10.

262 (HD 201). FORM, STRUCTURE, AND SPACE

Fall. Credit three hours. Prerequisites, DEA 110 or equivalent, and DEA 115 and DEA 116.

An exploration of three-dimensional design. The course will cover form development and relationships, basic structural systems, and the characteristics of volumes and spaces. Studies involve a problem-solving approach through the use of simple materials, such as paper, wood, metal, and plastics. The course is intended to serve as an introduction to functional problems in interior, housing, furniture, and industrial design.

263 (TC 311, DEA 362). APPAREL DESIGN II: PROBLEMS IN APPAREL DESIGN

Fall and spring. Credit three hours. Prerequisites, DEA 110, 111, 135, 145.

Studio problems at the intermediate level are designed to involve students in creative experiences that will increase understanding of concepts and principles related to apparel and human needs. Problem solving requires exploration of sources of apparel design ideas, experimentation with materials and techniques, and innovation.

In considering interrelationships of such factors as function, materials, and technical processes, the aid of specialists whose knowledge bears upon the solution of design problems will be incorporated through lectures, studio critiques, and field trips. Minimum cost of materials, \$15.

300. SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed both by the instructor directing the study and the chairman of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

330 (HEM 320). HOUSEHOLD EQUIPMENT PRINCIPLES

Spring. Credit three hours. S U grades optional. Prerequisites, HNF 115B or DEA 135 or DEA 230.

Principles of operation of appliances for cooking, refrigeration, laundering, and house cleaning. Characteristics of materials used in household equipment. Evaluation of features in relation to the functions they are designed to serve and to their cost. Selection, use, and care of household equipment. Individual problems related to the student's background and interests.

335. TEXTILE MATERIALS: FIBER STRUCTURE AND PROPERTIES

Spring. Credit four hours. Prerequisites, DEA 235, Chemistry 353 and 355 or coregistration in Chemistry 358.

Relate properties of fibers, dyes, and finishes to chemical structures. Experimentation to illustrate interrelationships and chemical properties of textiles.

340 (TC 350). APPAREL DESIGN: DRAPING

Fall. Credit three hours. Prerequisite, DEA 362.

Students explore apparel design development through draping on the human form. Emphasis is on the interrelated factors of material, design, and form. Fabrics are selected by the student which will reflect different design problems. Course structure provides opportunity for the student to pursue occupational goals.

If a dress form padded to the student's measurements is desired, it should be made in a two-week, noncredit workshop at the beginning of the semester.

342 (HD 312). DESIGN: WEAVING

Fall. Credit three hours. Prerequisite, DEA 110. Recommended, DEA 115 or DEA 116.

A studio course exploring structural processes for fabric design. Projects experiment with various fibers, materials, and techniques. Minimum cost of materials, \$10.

343 (HD 313). DESIGN: TEXTILE PRINTING

Spring. Credit three hours. Prerequisite, DEA 210 or equivalent.

A studio course exploring the print as a design form. Emphasis is upon work done with the silk screen, but opportunities are provided for exploring other processes for both fabric and paper. Minimum cost of materials, \$25.

345. APPAREL DESIGN III: EXPERIMENTAL PROCESSES

Fall. Credit three hours. Prerequisites, DEA 235, 263. (DEA 235 may be taken parallel to 345.)

A studio course emphasizing the relationship of structural properties of textile materials to technical processes required in the development of apparel designs.



Undergraduates observe and evaluate the draping qualities of textiles in a laboratory experiment.

Problems will include a progression of experiences in laboratory experimentation with textile materials; development of processes for new textile materials; and development of apparel forms suited to new textile materials and processes.

350. ENVIRONMENTAL ANALYSIS: PERSON, ACTIVITY, SPACE

Fall. Credit three hours. Prerequisite, introductory psychology. Recommended, DEA 150 and a course in human physiology.

Study of ways in which the physical aspects of the near environment affect a person's effort and characteristics of activities. Analysis of man-machine systems. Sources of ergonomic or human-factors data are identified. Measures of human costs of work are considered as guides for reducing amount of adaptation to man-made objects and environments. Implications are included for design of products, interior space, and activities, and choice of products in the market for efficient, safe, and comfortable human use. Field trips.

Planned for students wanting to specialize in product design, interior space planning, activity area planning, management of the near environment, and those aspects of consumer information programs concerned with choice of products in relation to optimal level of effort and selected characteristics of activities.

353 (HD 323). CONTEMPORARY DESIGN

Spring. Credit three hours.

A historical study of the emergence and development of contemporary design, 1885 to present. An examination of the social, economic, technical, and style forces which shape the design forms of the present. Also a critical analysis of selected works of furniture, fabrics, and interiors, etc.

361 (HD 321). RESIDENTIAL DESIGN

Fall. Credit three hours. Prerequisite, DEA 260.

An introduction to residential architectural design. Through the design solution for specific occupant needs, the student is involved with site, orientation, climate, and materials. Drafting room work consists of plans, elevations, perspectives, and studies in the presentation of solutions. Lectures, discussions, and required readings.

365 (HD 325). INTERIOR DESIGN

Spring. Credit three hours. Prerequisite, DEA 361. Three additional hours of work required.

Interior design problems in evaluation of design qualities of furnishings and materials. Room schemes developed in accordance with the architectural design of the house and family use. Sketches, working drawings, presentation drawings for major projects. Field trip (approximate cost, \$10). An equivalent experience may be arranged.

366. APPAREL DESIGN IV: DESIGN APPROACHES

Spring. Credit three hours. Prerequisite, DEA 115, 345.

The course is intended to give the student an understanding of the interrelationships of two techniques for designing apparel: draping and flat pattern. Advanced flat pattern techniques will be studied. Problems will require the student to make judgments regarding the design process, body structure, and function.

If a dress form padded to the student's measurements is desired, it should be made in a two week, noncredit workshop at the beginning of the semester.

378 (TC 398). JUNIOR HONORS SEMINAR

Spring. Credit one hour. Limited to juniors in the departmental Honors program. Department faculty.

Readings, reports, and discussion of selected topics.

400. SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students, in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the chairman of the department, must be filed with preregistration material. The second copy is left with the instructor. Students obtain form to be used from their counselors.

436 (TC 476). TEXTILE CHEMISTRY

Fall. Credit four hours. Prerequisite, DEA 335, or permission of instructor.

An introduction to the chemistry of the major classes of natural and man-made fibers, including their structure, properties, and reactions. Laboratory work will include the qualitative identification of textile fibers, and a consideration of chemical damage to fabrics, finishes, and dyes.

[437 (TC 477). STRUCTURE AND PROPERTIES OF TEXTILE FIBERS]

Spring. Credit four hours. Prerequisites, organic chemistry, Physics 101-102 or 207-208, and permission of instructor.

Selected topics dealing with relationships of structure and properties of textile fibers. Emphasis is on properties influencing utility and aesthetic appeal of textile materials. Consideration is also given to fiber modifications imparted by physical and chemical means during manufacture and use. Laboratories include an introduction to experimental techniques and independent investigations. Not offered in 1970-71.

438. TEXTILES IN FASHION AND FUNCTION

Fall. Credit two hours. S U grades optional. Limited to seniors majoring in DEA and graduate students. Permission of instructor required.

Consideration of the effect of textiles in fashion and their functional role for the near environment. An integrated look at wearing quality studies and a critical review of research literature related to the performance of textile materials.

440 (HD 405). FORM STUDY: MATERIALS

Fall and spring. Credit three hours. Prerequisite, DEA 210.

An introduction to working with plastic forms utilizing the possibilities of clay and various processes of forming clay. Minimum cost of materials, \$15.

449 (HD 415). VISUAL COMMUNICATION TECHNIQUES

Fall. Credit three hours. Intended for seniors.

Development of two-dimensional techniques of visual presentation. Experiments in a variety of media appropriate to effective and dramatic visual persuasion and communication. Composition, introduction to the use of lettering, typography, and photography in page layout as part of portfolio preparation.



A design research study culminates in a full-scale operating prototype for an adjustable-height work center.

451 (TC 431). HISTORY OF COSTUME

Fall. Credit three hours. Prerequisite or parallel, a course in history of art.

A comparative study of dress of selected cultures from ancient times to the end of the fifteenth century, stressing (1) the relationship of social, economic, and political factors affecting dress, and the mores as expressed through dress, and (2) the contribution of ancient cultures to the apparel arts of the Western world.

Illustrated lectures, readings, term problems, and direct study of the basic forms of dress as exemplified in the Costume Collection.

A two-day trip to New York to study museum collection is arranged when feasible. Students are responsible for field-trip expenses.

452 (TC 432). HISTORY OF COSTUME

Spring. Credit three hours. Prerequisite or parallel, a course in history of art.

A comparative study of dress of selected cultures from the sixteenth century through the first half of the twentieth century. Emphasis is placed on the development of the apparel arts of Western civilization and the factors which brought about change and development.

Illustrated lectures, readings, and term problems designed to bring students into direct contact with the Costume Collection and other primary sources such as the Regional History Collection.

455. PSYCHOLOGY OF THE NEAR ENVIRONMENT

Spring. Credit three hours. Prerequisite, one year of introductory psychology.

An exploration of the interaction of human beings and the immediate nonsocial environment. This interaction will be considered in terms of basic psychological processes including perception, learning, and motivation. Applications of psychological principles will be made to clothing and the settings in which we live, work, and play.

460 (HD 350, DEA 366). ENVIRONMENTAL DESIGN

Spring. Credit three hours. Permission of instructor.

Provides students of varying disciplines with an introduction to the complexity of our physical and artificial environment and man's place within the world today. The objective of the course is two-fold: to explore the nature of our environment and to relate the physical design process to all the factors affecting our environment.

The course will involve an analysis of both the micro- and macroenvironment, problems in the environment, and thought processes required to solve the problems of developing natural and man-made space. Studies will be developed based upon actual field project conditions.

Reading assignments, graphic area analysis, written reports and schematic design presentations, as well as occasional field trips.

462 (HD 452). INTRODUCTION TO PRODUCT DESIGN

Fall. Credit three hours. Prerequisite, DEA 262 or equivalent.

Introduces the student to the design of products and their relationship to human use and the environment, especially the home. The role of the product designer, his responsibilities and relationship to the consumer, and the roles of other disciplines which contribute to the design effort will be discussed periodically by designers, home economists, human-factors experts, and others. The student will explore the creation of products through actual studio experience. There will be projects to utilize the range of tools and techniques



Students consider a possible built-in storage system of molded plastic for factory-produced housing.

available to the designer; two- and three-dimensional sketching, scale-model construction, working drawings and presentation techniques. Minimum cost of materials, \$15.

463. INTERMEDIATE PRODUCT DESIGN

Fall. Credit three hours. Prerequisite, DEA 462.

The emphasis of this course is on the creation of products with relationship to materials and production methods, especially mass production techniques. The student will be expected to develop a comprehension of how consumer products are created and also to develop actual products that correspond to specific production techniques, such as castings, extrusions, and moldings.

464. PRODUCT DEVELOPMENT

Spring. Credit three hours. Prerequisite, DEA 463. Recommended, a course in consumer economics.

The intent of this course is to give the student an understanding of the role of design in the sequence of activities that are necessary in the creation and marketing of a product. The student traces the development of a product from the determination of consumer needs through the manufacturing roles of marketing, product planning and design, to the point of purchase in the market place. The student creates mock-ups and prototypes of consumer products in the laboratory which are documented with information that should demonstrate the design's potential for the user. The course also is intended to fuse the learning experiences of the first two courses in product design.

465 (TC 551, DEA 560). APPAREL DESIGN V: PRODUCT DEVELOPMENT AND PRESENTATION

Spring. Credit three hours. Prerequisites, DEA 210, and either DEA 340 or DEA 366. Also strongly recommended, a course in marketing.

The design problems undertaken will require an advanced level of expertise in the development of products ultimately appropriate for mass production. Ideas will be developed to various stages of completion. Illustrating and displaying the products will be included in the course experiences. Lectures, discussions, field trips. Students are responsible for field trip expenses.

466 (HD 526). INTERIOR DESIGN

Fall. Credit three hours. Prerequisite, DEA 365.

Special units taught by participating staff. Interior design problems of varying complexities at a more accelerated pace which approximates professional practice.

467 (HD 330). INTERIOR DESIGN: CONTRACT INTERIORS

Spring. Credit three hours. Prerequisite, DEA 365. Permission of instructor required for out-of-college students.

Involves the space planning and visual aspects of business and commercial interiors such as hotels, motels, public spaces, and specialized areas.

479 (TC 498-499). UNDERGRADUATE RESEARCH PRACTICUM IN DESIGN AND ENVIRONMENTAL ANALYSIS

Fall and spring. Credit two to four hours. Limited to seniors in the departmental major. Registration by permission of instructor. Department faculty.

An independent literary, laboratory, or field study.

90 DESIGN AND ENVIRONMENTAL ANALYSIS

489 (HD 439). DESIGN SEMINAR

Spring. Credit three hours. Permission of instructor at preregistration.

500. SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For graduate students recommended by their chairmen and approved by the chairman of the department and instructor in charge for independent, advanced work.

520 (TC 590). INSTRUMENTAL ANALYSIS

Fall. Credit two hours. Prerequisite, organic chemistry.

An introduction to the theoretical and practical aspects of instrumentation including spectroscopy, chromatography, electrophoresis and other selected techniques.

530 (HEM 620). PHYSICAL SCIENCE IN THE HOME

Fall. Credit two or three hours. S U grades optional. Prerequisite, college chemistry. Three credits require attending laboratory. Consult instructor before registering.

Selected principles from mechanics, electricity, heat, sound, and light applied to household equipment. Chemical characteristics of soil, of surfaces to be cleaned, and of supplies used for cleaning and protecting surfaces; the laundry process and supplies. Background information in physical science for professionals working with equipment in teaching, extension, or home service.

535 (TC 575). TEXTILE MATERIALS: CHARACTERIZATION AND EVALUATION

Spring. Credit three hours. Prerequisite, DEA 235. Statistics and DEA 335 or 436 recommended. Requires two additional unscheduled hours of independent laboratory work weekly.

Special consideration given to the interrelatedness of the various visual, physical, and chemical aspects of problems involving advanced physical testing of fibers and fabrics. Related to end-use, satisfaction, and serviceability of textile materials.

536 (TC 576). ADVANCED TEXTILE CHEMISTRY

Spring. Credit four hours. Prerequisites, DEA 235 and DEA 335 or 436.

An examination of the molecular structure, properties, and reactions of the major classes of natural and man-made fibers. Laboratory work will include a study of the molecular structure of a cellulosic, a protein, and a man-made fiber and the quantitative analysis of textile fibers and materials.

538. TEXTILES IN THE NEAR ENVIRONMENT

Fall. Credit two hours. S U grades optional. Prerequisites, DEA 335 and Physics 101-102. Consult the instructor before registering.

Consideration of environmental agencies influencing the behavior of textile materials, of important textile structure-property relationships, and of problems of shaping and setting textile articles. Topics will include the effects of moisture and organic solvents, mechanical wear, soiling, heat, radiation, weathering, and aging.

550 (HEM 650). MAN-ACTIVITY-ENVIRONMENT RELATIONSHIPS

Spring. Credit three or four hours. Recommended background, DEA 350 and DEA 455. Consult instructor before registering.



Exploring the interrelated functions of form, materials, and function in solving a design problem.

Man's requirements, capabilities, and limitations are studied with reference to design of man-machine systems, consumer products, interior space, and work. Review of selected literature concerned with ergonomic or human-factors data and the description and measurement of work and other activities.

Students plan an independent project to permit further study or application of basic course material to their special interests. The number of credits is determined by the size of this project.

Appropriate for students specializing in consumer product design, interior space planning, activity area planning, management of the near environment, and those aspects of consumer information programs concerned with choice of products in relation to optimal level of effort and selected characteristics of activities.

555. SOCIAL PSYCHOLOGY OF THE NEAR ENVIRONMENT

Fall. Credit three hours. Recommended background, a course in social psychology. Consult instructor before registering.

The impact of the near environment on man's behavior as a social animal. The ways man's environment facilitates or hinders the effective functioning individually or in groups will be considered in terms of social psychological theory. Frameworks will be developed for analyzing man's social behavior in varied settings in which he functions. Methodological problems will be considered.

[582 (TC 570). SEMINAR: STRUCTURE AND PROPERTIES OF TEXTILE MATERIALS]

Fall. Credit two hours. S U grades optional. Registration with permission of instructor. Not offered in 1970-71.

Critical review of research literature. Consideration of current theories regarding the relationships of yarn and fabric structure, finish, and conditions of service to the performance of textile materials.

599. MASTER'S THESIS AND RESEARCH

Fall and spring. Credit and hours to be arranged. S U grades optional. Registration with permission of the instructor. Graduate faculty.

688 (TC 608). SEMINAR IN DESIGN AND ENVIRONMENTAL ANALYSIS

Fall and spring. S U grades exclusive.

Consideration of research areas, methods, and interdisciplinary relationships. Presentation of student thesis plans and reports, student-faculty discussions, and outside speakers.

HUMAN DEVELOPMENT AND FAMILY STUDIES

Henry N. Ricciuti, Chairman; George J. Suci, Graduate Field Representative

The major in human development and family studies is undertaken by students interested in working with children and families. It includes courses dealing with basic concepts in psychology and child development, in sociology and family relationships, in developmental and family theories, in observational studies and laboratory participation experiences with children or experiences with families. Upper division courses in such areas as cognitive and social development, development of creative thinking, and family interaction are elected by students in accordance with their special interests and professional goals.

In the laboratories for the study of human development and family relationships, opportunities are provided to observe and work with children from two years of age through adolescence. In some of the laboratory groups, parents are also in attendance. Arrangements may be made for visiting in the homes of certain of these families. In addition, experience is provided in the city nursery schools, the play groups in the settlement houses, and other organized groups in the community. Specific requirements of the departmental major are available from the Division of Academic Services.

GRADUATE PROGRAM. The Department of Human Development and Family Studies offers a number of graduate programs leading to both master's and doctoral degrees. The principal areas of specialization within the Department are the following: (1) early childhood education, (2) child development, (3) cognitive development, (4) personality and social development, (5) child and family psychopathology, including a special program in pediatric psychology, and (6) family relationships. Students seeking additional detailed information about the graduate programs in this Department should write to the Graduate Field Representative: Prof. George J. Suci, Department of Human Development and Family Studies, Cornell University, Ithaca, New York 14850.

THE NURSERY SCHOOL-KINDERGARTEN CERTIFICATION PROGRAM offers provisional certification at these two levels for a limited number of students who enter the Program in the middle of their sophomore year. Students in this Program are expected to meet the general requirements of the College and to complete the departmental major. In addition, they take a number of courses including practice teaching which are specifically designed to meet state requirements and prepare them for careers as nursery and kindergarten teachers.

THE HONORS PROGRAM is offered by the Department leading to the Bachelor of Science degree with Honors in Human Development and Family Studies. Students may apply for admission to the Honors program in the spring semester of their sophomore year. Those sophomores planning to apply may, with the permission of the instructor, undertake special projects—involving work over and above that normally required—in conjunction with departmental courses. It is recommended that applicants complete at least one such special project during the fall semester of his sophomore year. A course in basic statistics is required before the fall semester of the junior year. In the fall of the junior year, Honors students are required to take an undergraduate research practicum, HDFS 397 (Experimental Child Psychology) and, in the spring semester, HDFS 398 (Junior Honors Seminar). During the senior year the student writes an Honors thesis under the direction of some faculty member, enrolling for appropriate credit in HDFS 400 (Special Studies).

Courses in other departments of the University that are related to the work in child development and family relationships are in psychology, education, anthropology, sociology, and biology.

111 (CD 211). OBSERVATION OF CHILDREN

Spring. Credit three hours. Prerequisite, HDFS 115. Mrs. Hodgden. Th 1:25–3:20. Plus one to two hours of observation a week in various settings.

Primary purpose is to study the development of children of all ages, but with the focus of observation on the preschool age. In order to acquaint undergraduates with the variety of techniques available for research with children, several of these methods will be studied and demonstrated.



Research activities are an integral part of the program in the Department of Human Development and Family Studies.

115 (CD 115). THE DEVELOPMENT OF HUMAN BEHAVIOR

Fall. Credit three hours. Information regarding possible special sectioning and grading will be available at the time of preregistration. Graduate students are advised to take this course for a letter grade as HDFS 615. Mr. Bronfenbrenner. M W F 11:15. Bailey Hall.

Provides a systematic analysis of the forces affecting human development from infancy to adulthood. Attention is focused on the interplay of biological factors, interpersonal relationships, social structure, and cultural values in changing behavior and shaping the individual. Special emphasis is given to the social implications of existing knowledge.

141 (CD 141). INTRODUCTION TO EXPRESSIVE MATERIALS

Fall and spring. Credit three hours. Limited to sixteen students. Not to be taken concurrently with HDFS 342 or 343. Mr. Brittain. T Th 2:30-4:25.

Designed to explore the means and materials suitable for creative expression for children of different ages, as well as for adults. Students are expected to acquire competence in evaluating and utilizing various media and in understanding the creative process. Experimentation in paint, clay, chalk, crayon, paper, wire, plaster, wood, and other materials.

162. THE AMERICAN FAMILY

Spring. Credit three hours. M W F 11:15.

Intended to provide a general introduction to the study of the family, from a sociological and social-psychological point of view. The course will cover the social processes involved in dating, courtship, and marriage through the life cycle of the family. Attention will be paid to variations in family organization within American society and to the special problems which confront the family in contemporary America.

212 (CD 212). NURSERY SCHOOL KINDERGARTEN PRACTICUM I

Spring. Credit three hours. Open only to students accepted for the Nursery School-Kindergarten Certification Program. N-K staff. Hours to be arranged.

Three hours of lecture and discussion plus one morning or afternoon of participation in nursery school or kindergarten and occasional field experiences in the community. The course provides a basic introduction to the observation of and participation with young children in the schoolroom and to the influences of the total environment on the child in the school.

225 (CD 225). EXCEPTIONAL CHILDREN

Fall. Credit three hours. Prerequisite, HDFS 115 or equivalent. Mrs. Baldwin. T 11:15-1:10; Th 11:15-12:05.

Behavior and development of retarded, gifted, culturally disadvantaged emotionally disturbed, and physically handicapped children. The primary emphasis is on special provisions for the education of exceptional children.

230 (CD 330). PRACTICUM IN GROUPS OF YOUNG CHILDREN

Fall and spring. Credit three or four hours. Prerequisite, HDFS 111 or permission of the instructor. Miss Potts. One free morning and one afternoon a week for practicum for three credit hours, or two free mornings and one afternoon for four credit hours. Lecture: T 1:25-3:30.

Application of the principles of learning and behavior. Laboratory experiences in both early and middle childhood.



Nursery School activities provide learning experiences for both children and teachers.

300 (CD 300). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed both by the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

302 (CD 302). FAMILY AND COMMUNITY HEALTH

Fall and spring. Credit three hours. Mrs. Taitez. T Th 1:25-3.

Health concepts focused on a broad prospective from world concern to individual and community responsibility for healthful living and prevention of disease. Attention will be given to maternal health, physical care of infants and preschool children, and first aid in emergencies until medical help is available.

313 (CD 313). NURSERY SCHOOL-KINDERGARTEN PRACTICUM II

Fall. Credit three to six hours. Open only to students accepted for the Nursery School-Kindergarten Certification Program. N-K staff. Hours to be arranged.

Lectures, discussion, and demonstrations in nursery school-kindergarten methods, theory of instruction, parent and community involvement, correlated with intensive participation and field experiences.

314 (CD 314). NURSERY SCHOOL-KINDERGARTEN PRACTICUM III

Spring. Credit three to six hours. Open only to students accepted for the Nursery School-Kindergarten Certification Program. N-K staff. Hours to be arranged.

Continuation of Practicum II, with less emphasis on participation with large groups of children and more on microteaching situations.

317 (CD 317). ADOLESCENT DEVELOPMENT IN MODERN SOCIETY

Fall. Credit four hours. Prerequisite, course in introductory psychology. Not open to freshmen and sophomores. Mrs. Macklin. M 1:25-3, F 1:25-2:15, plus a block of two-three hours available for field work each week.

General introduction to the adolescent phase of human development with concern for the biological, cultural, social, and psychological influences on adolescent behavior. Special attention will be given to the problems of youth in modern society. Will provide a background in depth for students interested in further study of or work with the adolescent.

318 (CD 318). SPECIAL PROBLEMS IN ADOLESCENCE

Spring. Credit four hours. Prerequisite, HDFS 317 or permission of the instructor. S U optional. Mrs. Macklin. M 1:25-3:15, F 1:25-2:15, plus a four-hour period available each week for field work. Number of students limited.

Will provide opportunity for field experience and advanced study in adolescent psychology and development. The special problem to be considered any specific term will be announced prior to preregistration.

321 (CD 321). THE DEVELOPMENT OF SOCIAL BEHAVIOR

Spring. Credit three hours. Prerequisites, HDFS 115, or Psychology 101 or 102. Mr. Condry. M W F 10:10.

Man's adaptation to his social environment serves as a focal point of the course. Issues in the development of social behavior are viewed from the

perspective of both theory and research. An attempt is made to apply our understanding of social behavior to practical problems in areas such as education, childrearing, and group behavior. Topics likely to be covered include: bases of social behavior in early childhood, the role of peers, the development of aggressive behavior, the development and functioning of attitude and value systems, conformity and deviation, and the function and limits of experimental research in the study of social development.

323 (CD 323). COGNITIVE PROCESSES

Fall. Credit three hours. Prerequisite HDFS 115 or equivalent. Mr. Suci. M W F 9:05-9:55.

A survey of theories and problems in the development of selected cognitive processes: attention, perception, mediation processes, and language.

324 (CD 324). PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

Spring. Credit three hours. S U grades optional. Prerequisite HDFS 115 or equivalent. Mr. Ginsburg. M W F 12:20.

An introduction to Piaget's theories and research concerning cognitive development from infancy to adolescence.

334 (CD 334). ADVANCED PARTICIPATION IN COMMUNITY GROUPS

Fall and spring. Credit to be arranged. Permission of instructor required. Prerequisite: HDFS 230 (330) or equivalent. Participation staff. Hours to be arranged.

Participation in a variety of community settings depending on the interests and background of the student.

335 (CD 335). PRACTICUM WITH THE SPECIAL CHILD

Spring. Credit three hours. Prerequisite HDFS 115 and 225. Two mornings or afternoons for practicum and one class period per week. Number of students limited.

Field work with special children. The application and evaluation of educational techniques studied in HDFS 225.

342 (CD 342). THE DEVELOPMENT OF CREATIVE THINKING

Fall. Credit three hours. Prerequisite HDFS 115 or equivalent. Not to be taken concurrently with HDFS 141. Mr. Brittain. T Th 8:30-9:55.

A study of various theories of creativity and a review of the research on creative behavior. Emphasis is placed on the conditions and antecedents of creative thinking.

343 (CD 343). CREATIVE EXPRESSION AND CHILD GROWTH

Spring. Credit four hours. Saturday morning should be free of commitments, so as to provide fifteen clock hours of participation with children. Limited to twenty-five students. Not to be taken concurrently with HDFS 141. Mr. Brittain. T Th 8:30-9:55.

Aimed at an appreciation and understanding of the creative process as seen in art, music, dance, and drama in relation to the development of children.

358 (CD 358). THEORIES OF THE MARITAL DYAD

Spring. Credit three hours. S U grades optional. Mr. Feldman. W 2:15-4:30.

Selective theories of the basic disciplines in social psychology, sociology, and psychology will be reviewed and their pertinence to understanding of the marital dyad examined. Students will generate hypotheses about these theories and test one of them either through a library or empirical paper. A notebook-

journal will be kept to interrelate the concepts and to suggest practical applications.

360 (CD 360). PERSONALITY DEVELOPMENT IN CHILDHOOD

Spring. Credit three hours. Prerequisite HDFS 115 or equivalent. Miss Lee.

Study of relevant theoretical approaches and empirical findings regarding the development of the child's personality. The influence of parents and other environmental factors on the child will be examined. Some topics to be covered will be attachment, autonomy, self-control including identification, moral development, etc., and social behavior including friendship, aggression prejudice, etc.

[362 (CD 162 and CD 262). THE FAMILY AND SOCIETY]

Fall. Credit three hours. S U grades optional. Prerequisites, HDFS 115 and either Sociology 101 or Rural Sociology 100, or equivalents. Mr. Devereux. M W F 11:15. Not offered 1970-71.

The sociological study of the family, with particular reference to the relationships between the family and society and between the family and its individual members. Special emphasis is placed upon the role of the family in child development. Extensive use will be made of cross-cultural and comparative materials.

363 (CD 363). THE STUDY OF FAMILY INTERACTION

Fall. Credit three hours. Prerequisite HDFS 162 or Sociology 343 or equivalent. Mrs. Parkman-Ray. T Th 11:15-12:20.

Study of the theoretical and research literature on the social psychology of interpersonal relationships, with the aim of understanding the interpersonal relationships of family members. The implications of family structure, role, allocation, and value orientations for the marital relationship and for the personality development of the child will be the major focus. Taped samples of family interaction will be used to illustrate, verify, and stimulate ideas.

364 (CD 364). PSYCHOPATHOLOGY

Fall. Credit three hours. Open to seniors and graduate students. Prerequisite, HDFS 360 or equivalent. Limited to twenty-five students. Mr. Dalton. T 10:10-12:05.

Primary emphasis will be upon theoretical and empirical findings with respect to the origin and behavioral manifestations of neuroses, schizophrenia, and certain other personality disorders.

365. THE STUDY OF PARENT-CHILD RELATIONS

Fall. Credit three hours. Mrs. Osofsky. T Th 1:25-2:15.

The course will include a theoretical, methodological, and empirical consideration of parent-child relations. Part of the emphasis will be placed upon the relevance of developmental theory for the study of the area. In addition, a detailed analysis of methodologies used in investigating parent-child relations will be considered.

372 (CD 372 and ID 372). PERSPECTIVES ON POVERTY

Fall. Credit four hours. S U grades optional. Mr. Feldman. W 2-4:25.

Conflicting viewpoints will be presented about the extent, nature, causes, and remedies of economic poverty. Faculty will be drawn from several disciplines both within and outside the College. A number of experiences with the poor will be offered, including a short-time, live-in exchange, and a continuing field experience during the term.

374 (CD 374). BEHAVIOR AND DEVELOPMENT IN INFANCY

Fall. Credit three hours. Prerequisite, HDFS 115 or equivalent. Mr. Ricciuti. T Th 1:25-2:40.

An examination of the nature and determinants of major developmental changes in infant behavior from birth to approximately two years. Special attention will be directed to the role of major environmental influences on perceptual-cognitive and social-emotional development, and to recent attempts to modify the infant's experience in the interest of facilitating optimal psychological development. The course will lean heavily on selective readings, laboratory observations, and television tapes of infant behavior.

376 (CD 376 and ID 376). RESEARCH PRACTICUM ON THE FAMILY IN POVERTY

Spring. Credit three hours. Prerequisite, HDFS 372. Mr. Feldman. S U grades optional. Hours to be arranged.

The interview method will be examined as a research tool with particular relevance to low-income families. Students will take part in an on-going project by attending staff meetings, gathering and analyzing data.

390. THE EVOLUTION OF FEMALE PERSONALITY: HISTORY AND PROSPECTS

Spring. Credit three or four hours. S U grades optional. Mrs. Osofsky and Mr. Feldman. T Th 1:25-2:15. Additional discussion sections to be arranged.

An investigation of the evolution of the personality of the American woman as shaped by biology, mythology, sociology, and psychology. Topics covered will include: a social history of feminism, the image of woman in literature and the media, the cultural effects of socialization on sex differences, a comparative analysis of family structure, the changing role of woman in rural and urban society, and a consideration of the aims of women's liberation movements today. Students who register for four credit hours will be required to do a term paper.

397 (CD 397). EXPERIMENTAL CHILD PSYCHOLOGY

Fall. Credit four hours. Admission by permission of the instructor. Miss Lee. M W 10:10-11:40. Plus additional hours for laboratory work.

Students will carry out empirical research projects with class discussion devoted to techniques and problems arising in the projects. The focus will be on experimental studies of children. Intended primarily for students interested in entering graduate programs involving further research training.

398 (CD 398). JUNIOR HONORS SEMINAR

Spring. Credit three hours. Permission of the departmental Honors committee is required for registration. Limited to juniors in the Honors program. Miss Lee. Hours to be arranged.

The seminar will be devoted to readings, reports, and discussion of selected major issues in human development and family studies.

400 (CD 400). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

401 (CD 501). THEORIES OF CHILD DEVELOPMENT

Fall. Credit three hours. Open to seniors and graduate students; open to juniors by permission of the instructor. Mr. Harding. W F 2:30-4:30.

A survey of the major theories of child development and the development of personality. Includes discussion of the major empirical findings upon which these theoretical positions are based. Social learning theory, psychoanalytic theory, and the views of Jean Piaget will be studied in detail. The theories of Heider, Lewin, Werner, G. H. Mead, Parsons, and Bales will be reviewed more briefly.

425 (CD 425). APPLIED COGNITIVE PSYCHOLOGY

Fall. Credit three hours. Limited to twenty seniors and graduate students by permission of instructor. S U grades optional. Mr. Ginsburg. W 2-4:30.

The topic this year is an examination of the intellectual capabilities of poor children. Some attention will be given to educational procedures.

426. SEMINAR ON EARLY EDUCATION

Fall and spring. Credit three hours. Open only to seniors and graduate students. Miss Potts. Hours to be arranged.

This seminar will focus on a different topic each semester, depending upon the needs and interests of the students. The course will deal with such issues as implications of research for early childhood education, comparative approaches to early education, and issues in evaluation.

463 (CD 563). INTERACTION IN EMOTIONALLY DISTURBED FAMILIES

Spring. Credit three hours. Mrs. Parkman-Ray. Hours to be arranged.

Review of literature on characteristics of parents of emotionally disturbed children, their socialization techniques, interpersonal relationships, and communication styles. Special emphasis on recent literature on interaction of "schizogenic" families and low-income multiproblem families.

465. INNOVATIVE PROGRAMS OF PARENT INTERVENTION AND COMMUNITY ACTION

Spring. Credit three hours. Permission of instructor required. Mrs. Bayer. T 2:30-4. Laboratory and field experiences to be individually arranged.

Consideration of the theoretical bases and the empirical consequences of programs intended to change styles of parental behavior, whether by manipulation of individual action or of societal alternatives: parent education (Brim), parent intervention (Weikart, Gordon, et al), social action (Head Start, day care).

Participants will have opportunity for evaluation of specific materials and approaches and for some field experiences.

500 (CD 500). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work.

504 (CD 504). RESEARCH PROBLEMS AND METHODS IN THE STUDY OF DEVELOPMENT

Fall. Credit three hours. Prerequisite, one course in statistics, which may be taken concurrently. Mr. Rodgers. T Th 9:30-11.

Focuses on conceptualization of development as a process and on the problems of measurement of change. Methods of data gathering and analysis in social and behavioral sciences will be reviewed with respect to their application to the study of development. Problems of experimental design and statistical analysis are discussed with emphasis on measurement of change and inferences concerning developmental processes.

511 (CD 511). ADULT-CHILD INTERACTIONS IN NATURALISTIC SITUATIONS

Spring. Credit three hours. Admission only by permission of the instructor. Limited to ten students. Mrs. Baldwin. Hours to be arranged.

This course will deal with the study of verbal and nonverbal interactions in naturalistic settings such as homes and schools, particularly as they relate to cognitive development. The course will focus on a few research studies in this area, and each student will be expected to carry out a small research project utilizing one of the observational measures.

514 (CD 514). CLINICAL DEVIATIONS IN INTELLECTUAL AND SENSORY MOTOR DEVELOPMENT

Spring. Credit three hours. Mr. Doris. Th 1:25-4:25.

Designed to acquaint students with the clinical and research literature on mental retardation, cerebral palsy, and sensory defects. Attention will be focused upon research problems in the etiology, diagnosis, and treatment of these disorders.

515. INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY FROM A THEORETICAL VIEWPOINT

Spring. Credit three hours. Mr. Baldwin. W 2-4.

This course for graduate students will review the major problems in the development of a theory of child development with review of the empirical data bearing on particular theoretical issues.

517 (CD 517). PRACTICUM IN EARLY CHILDHOOD EDUCATION

Fall and spring. Credit three hours. Mrs. Hodgden. Hours to be arranged.

Lectures, discussion and practical experiences on various aspects of early childhood education with focus varying from semester to semester. Possible areas to be covered include educational assessment, curriculum development, parent and community involvement, nursery school administration and staff training.

520. ISSUES IN DEVELOPMENTAL PSYCHOLOGY

Fall. Credit three hours. Admission by permission of instructor. Miss Lee. Hours to be arranged.

This seminar focuses on selected issues related to developmental psychology. The issues selected vary each year according to current importance in the field and student interests.

[522 (CD 522). SEMINAR ON COGNITIVE DEVELOPMENT]

Spring. Credit three hours. S U grades optional. Mr. Ginsburg. T 2:30-5. Not offered in 1970-71.

The seminar will focus on a current topic in cognitive development.

523 (CD 523). SEMINAR IN COGNITIVE PROCESSES

Fall. Credit four hours. Admission by permission of the instructor. Mr. Suci. M W F 9:05-9:55. Plus one additional hour to be arranged. Students in seminar will attend lectures in HDF5 323.



Seniors and graduate students ponder a point in a seminar in the Department of Human Development and Family Studies.

104 HUMAN DEVELOPMENT AND FAMILY STUDIES

The student will review and critically evaluate some aspect of the literature. He will make his report to the seminar and to the students enrolled in HDFS 323.

[524 (CD 524). SEMINAR IN FREUD AND ERIKSON]

Spring. Credit three hours. Mr. Harding. Open to juniors and seniors by permission of the instructor. Not offered in 1970-71; will be offered in 1971-72.

The major work of the seminar will be study of the development of psychoanalytic concepts and theories from 1885 to 1950 by Sigmund Freud, Anna Freud, and Erik Erikson. In addition each student will prepare and present a paper dealing with the current state of psychoanalytic knowledge on some particular topic.

535. SEMINAR ON SOCIALIZATION AND THE PARENT-CHILD RELATIONSHIP

Fall. Credit three hours. Admission by permission of instructor. Mrs. Osofsky. T Th 11:15-12:45 and an additional meeting to be arranged. S U grades optional.

Will include a consideration of theoretical approaches to socialization and developmental change. Stress will be placed upon empirical studies of environmental influences on development and methodologies for evaluating the parent-child relationship. Implications of the changing patterns of both society and the nuclear family for child development and socialization will be considered.

540. HUMAN DEVELOPMENT AND FORMAL ORGANIZATIONS

Spring. Credit three hours. Prerequisite, two courses in psychology, in sociology, or in ethics; or consent of instructor. Mr. Rodgers. W F 10:10-11:40.

To develop empirical and ethical criteria for evaluating the effects of formal organizations and other rationalized processes as socializing agents. The question will be raised regarding the extent to which rationally planned institutions can provide optimum conditions for individual development. Both normal socialization and "resocialization" of deviant and pathological conditions are included. Topics will include total institutions, intervention programs, behavior control, bureaucracy, professionalization, and contemporary issues of institutional control of human development.

560A (CD 560A). SEMINAR IN PSYCHOPATHOLOGY

Fall. Credit three hours. Mr. Dalton. Th 10:10-12:35.

Primary emphasis will be upon theory and empirical findings with respect to anxiety and neurotic reactions. Some historical problems in psychopathology will be reviewed.

560B (CD 560B). SEMINAR IN PSYCHOPATHOLOGY

Spring. Credit three hours. S U grades optional. Miss McIntyre. Th 10:10-12:40.

This seminar will deal with theory and research on childhood disorders and their treatment, including the conditioning therapies and adult psychotic reactions.

[562 (CD 562). THE FAMILY, SOCIETY, AND THE INDIVIDUAL]

Spring. Credit three hours. S U grades optional. Mr. Devereux. W F 11:15-12:45. Not offered in 1970-71.

Intended to provide a general introduction for graduate students to the uses of sociological theory and research in the study of the family with par-

ticular reference to the relationships between the family and society, and between the family and its individual members. A special emphasis will be placed upon the consequences of these relationships for patterns of child rearing and child development. Extensive utilization will be made of cross-cultural and comparative approaches.

[568 (CD 568). SOCIOLOGICAL FACTORS IN PSYCHOPATHOLOGY]

Fall. Credit three hours. S U grades exclusive. Admission by permission of instructor. Mr. Devereux. T 2-4:30. Not offered in 1970-71.

This seminar will explore the research literature which deals with various sociological factors in the family, the community, the institution, and the broader society which are relevant for an understanding of the causes and treatments of deviant behavior and pathological personality organizations.

574 (CD 574). SEMINAR ON INFANT BEHAVIOR AND DEVELOPMENT

Spring. Credit three hours. Admission by permission of instructor. Mr. Ricciuti. Hours to be arranged.

Will deal with selected topics of current importance as research issues in the field of infant behavior and development. While principal emphasis will be on studies of human infancy, relevant ethological and comparative literature will also be considered. The work of the seminar will be oriented primarily towards formulation of empirical research questions and strategies.

599 (CD 599). MASTER'S THESIS AND RESEARCH

Fall and spring. Credit hours to be arranged. S U grades exclusive. Registration with permission of the instructor. Mrs. Hodgden, Miss Lee, Mrs. Osofsky, Miss McIntyre, Mrs. Parkman-Ray, Miss Potts; Messrs. Brittain, Bronfenbrenner, Condry, Dalton, Devereux, Doris, Feldman, Ginsburg, Harding, Levin, Ricciuti, and Suci.

609 (CD 609). SEMINAR ON PROJECTIVE TECHNIQUES

Fall. Credit four hours. S U grades optional. Admission by permission of the instructor. Miss McIntyre. Hours to be arranged.

Survey of the use of projective techniques in research and individual assessment. Primary emphasis will be on the Thematic Apperception Test and the Rorschach Test. Members of the seminar will design and execute a study using some projective instrument.

611 (CD 611). EVALUATION PRACTICUM: STUDY OF THE INDIVIDUAL PERSONALITY, DEVIANT AND NORMAL

Spring. Credit three hours. Admission by permission of the instructors. Prerequisites, HDFS 613, 560A and 560B or equivalents. Mr. Doris and Miss McIntyre. T 2:30-4:25 and additional hours to be arranged.

Provides experience in the description and evaluation of the psychological function of individual children, both deviant and normal, in the context of relevant social and familial factors. Involves selection and utilization of a variety of testing, interviewing, and observational techniques for obtaining most relevant data; evaluation and interpretation of such data in order to arrive at a fuller understanding of the child's behavior, and, in the case of deviant children, to identify and appraise the nature of the clinical problem.

613 (CD 613). INDIVIDUAL INTELLIGENCE TEST PROCEDURES

Fall. Credit four hours. Admission by permission of the instructor. Mr. Doris. Th 1:25-4:25. Additional hours for testing and supervision to be arranged.

The primary purpose is to prepare a student for participation in HDFS

611, and it is a prerequisite for that practicum. The student is introduced to the literature on intelligence testing dealing with the construction, reliability, and validity of individual test instruments and with the historical development of the concept of intelligence as this relates to techniques and problems of measurement. Problems of test administration and interpretation in the clinical use of test instruments are emphasized, and the student is required to administer both the Stanford-Binet Test and the Wechsler Intelligence Scale for Children to a number of children.

615 (CD 615). THE DEVELOPMENT OF HUMAN BEHAVIOR

Fall. Credit four hours. Graduate students only. Mr. Bronfenbrenner. M W F 11:15.

A special section of HDFS 115 for graduate students desiring a systematic introduction to the development of human behavior. In addition to the lectures and readings for 115, opportunities will be provided to do extra reading and there will be three separate meetings with the professor of the course. A final examination is given.

621 (CD 621). SEMINAR IN THE DEVELOPMENT STUDY OF SOCIAL BEHAVIOR

Spring. Credit four hours. Mr. Condry. Time to be arranged.

An in-depth analysis of selected issues in the development of social behavior. Emphasis is placed on experimental research and analysis.

622 (CD 622). THE NATURE OF SUBJECTIVE REALITY

Fall. Credit three hours. Prerequisites, HDFS 321 or 621 or Psychology 102 or permission of instructor. Mr. Condry. Hours to be arranged.

The seminar will focus on how notions about reality develop in the child and are expressed in the adult. Overview of the literature will focus on the ideas and research of Piaget and Michotte with respect to physical reality, and the notions of Heider, Lewin, Asch, and Kelley, with respect to social reality. The intent of the course, after reviewing available literature, will be to concentrate on development of research ideas in this area.

623 (CD 623). SEMINAR IN THE DEVELOPMENT OF LANGUAGE

Spring. Credit three hours. Enrollment limited to fifteen. Admission by permission of the instructor. Mr. Suci. W 10:10-12:05.

The theories and facts of language development and verbal behavior in childhood will be reviewed.

660 (CD 660). PERSONALITY DEVELOPMENT IN CHILDHOOD

Spring. Credit three hours. Mrs. Osofsky. Hours to be arranged. S U grades optional.

The course will focus upon theory, methodology, and research findings with emphasis upon their relationship to personality development. In addition, specific issues such as nature versus nurture, laboratory versus naturalistic experimentation, and phenotype versus genotype as behavioral determinants will be considered.

[663 (CD 663). SEMINAR ON OBSERVATIONAL METHODS]

Spring. Credit three hours. Admission by permission of the instructor. Mrs. Parkman-Ray. Hours to be arranged. Not offered in 1970-71.

Detailed examination of a variety of methods of gathering and analyzing both structured and unstructured observational data. Special attention will

be given to observation in the family. Members of the seminar will participate in the design and execution of a research study.

665 (CD 665). SMALL GROUPS

Spring. Credit three hours. Prerequisite, HDFS 562. Mrs. Parkman-Ray. Hours to be arranged.

A systematic review of the literature on behavior in small groups. The seminar will attempt to formulate criteria for the extension of propositions drawn from the study of ad hoc groups to real groups, particularly the family.

699. (CD 699). DOCTOR'S THESIS AND RESEARCH

Fall and spring. Credit hours to be arranged. S U grades exclusive. Registration with permission of the instructor. Mrs. Baldwin, Mrs. Hodgden, Mrs. Parkman-Ray, Mrs. Osofsky, Miss Potts, Miss McIntyre, Miss Lee. Messrs. Baldwin, Brittain, Bronfenbrenner, Condry, Dalton, Devereux, Doris, Feldman, Ginsburg, Harding, Levin, Ricciuti, and Suci.

RELATED COURSES IN OTHER DEPARTMENTS

The attention of students is called to the following relevant courses taught in other departments by members of the Graduate Field of Human Development and Family Studies:*

Psych. 309. DEVELOPMENT OF PERCEPTION AND ATTENTION

Spring. Credit four hours. Prerequisite, Psychology 305 or consent of the instructor. Mrs. Gibson. M W F 10:10.

Soc. 343. FAMILY, KINSHIP AND SOCIETY

Fall. Credit four hours. Mr. Tavuchis. M W F 10:10.

Soc. 350. COMPARATIVE SOCIAL STRUCTURE AND CHANGE

Spring. Credit four hours. Prerequisite, Sociology 101. Mr. Rosen. M W F 11:15.

Psych. 385. THEORIES OF PERSONALITY

Fall. Credit four hours. Prerequisite, Psychology 101 or 102, or consent of the instructor. Mr. Lambert. M W F 12:20.

Rural Soc. 437. THE SOCIOLOGY OF AGING

Spring. Credit three hours. Open to seniors and graduate students. Mr. Taietz. T 2:30-4:45.

Psych. 486. GROUPS AS SOCIALIZING AGENTS

Spring. Credit four hours. Prerequisites, two courses in psychology or sociology and upperclass or graduate standing. Mr. Bronfenbrenner. T 1:25-3:20.

Soc. 543. FAMILY AND KINSHIP

Fall. Credit four hours. Prerequisite, graduate student standing or an undergraduate sociology or anthropology course in the family or consent of the instructor. Mr. Tavuchis. Hours to be arranged.

* For full course descriptions, see the appropriate listings in the following *Announcements: College of Arts and Sciences and College of Agriculture. These courses may not be counted by undergraduates toward the graduation requirement in human ecology.*

Soc. 585. SOCIAL STRUCTURE AND PERSONALITY

Fall. Credit four hours. Prerequisite, graduate student standing or consent of the instructor. Mr. Rosen. T 3:35-5:30.

Soc. 659. SEMINAR: SOCIOLOGY OF ADULTHOOD AND AGING

Fall. Credit four hours. Prerequisite, consent of the instructor. Mr. Streib. M 3:35-5:20.

HUMAN NUTRITION AND FOOD

E. Elizabeth Hester, Chairman; Gertrude Armbruster, Graduate Field Representative; Jean T. Snook, Department Honors Representative.

The department's major areas of concern are (1) *human nutrition*, with emphasis on the interrelationship of nutrition and health of individuals at various stages of the life cycle and under varying physiological and environmental conditions; (2) *food science*, encompassing those aspects of the field that are related to the attainment of man's nutritional requirements such as the constituents and treatments of food that affect their quality, acceptability, and utilization; (3) *administrative dietetics*, with emphasis on the application of nutrition information and management to group feeding and institutional operations.

The problems of undernutrition and overnutrition in our society are of more general concern, in government as well as in society at large, than ever before. Persons educated in the subject matter of this Department can be expected to make major contributions toward formulating, implementing, and evaluating food and nutrition programs created to improve the health and well-being of individuals from all age groups and socioeconomic levels.

A broad range of professional opportunities are available to students who major in this Department. These opportunities include work in various aspects of food-related concerns of individuals, families, communities, and industry, such as: (1) providing information and help to people who have food or nutrition problems, through Cooperative Extension or other public service agencies; (2) helping to guide the management of food service operations; (3) becoming a junior member of a laboratory team to develop or test products, to provide consumer service, or to do research in government agencies, universities, hospitals; (4) undertaking graduate work in order to qualify for professional positions at a higher level.

Qualifications for hospital internship programs leading to membership in the American Dietetic Association may be attained by appropriate selection of courses. The major may also be combined with an interdepartmental major in home economics education and with a proposed interdepartmental major in health education.

The Department offers programs leading to the bachelor, master's, and doctoral degree. United States Public Health Traineeships, fellowships, and assistantships are available to qualified graduate students.

Programs for students who wish to major in the Department. The minimum basic program for the major is designed to assure instruction in nutritional science and food science, in certain appropriate disciplines from the physical and biological sciences that are basic to food and nutrition, and in those social sciences considered basic to the application of such professional knowledge to problems concerned with food for people. Four specific courses in the Department (or their equivalent in other institutions) are required: Human Nutrition and Food 115A, 115B, 246, and 332. In addition a minimum

of six credit hours must be elected from other offerings in the Department of Human Nutrition and Food. Some choice is possible among the basic sciences required. Details of the requirements for various options may be obtained from the Department office or from the Division of Academic Services. Students are advised to consult with a member of the Department faculty about options and selection of courses suitable for their particular professional interests. Those with an interest in research, graduate study, administrative dietetics, or field nutrition programs may need more work in the sciences or in Department courses than the minimum listed for a major.

An Honors program is offered by the Department leading to a Bachelor of Science degree with Honors in Human Nutrition and Food. It is designed for students with a high scholastic standing who desire an opportunity for more independent study in completing the major in Human Nutrition and Food. A description of the program can be obtained from the Department office or from the Division of Academic Services. Students who are interested in this program should discuss their plans during the sophomore year with the Department's Honors Representative, and should submit to this person a written application for admission to the program before registration for the junior year.

Courses recommended for nonmajors. Human Nutrition and Food 115A (or the equivalent) is prerequisite to all other Department courses. Human Nutrition and Food 115B, 202, 222 or 325A are suitable second-level courses in different aspects of this Department's concerns. Graduate students in other fields who desire some basic work in human nutrition are directed to Human Nutrition and Food 515.

115A (FN 115A). PERSPECTIVES IN HUMAN NUTRITION AND FOOD

Fall and spring. Credit three hours. S U grades optional. Mrs. Devine. Lecture, M W 9:05. Discussion F 9:05 or other times to be arranged. Concurrent registration in 115B is recommended.

An introduction to the field of human nutrition and food focused on the mutual relationships between man and his biological and physical environment. Includes study of human nutritional needs; problems encountered in providing food to meet nutritional needs; relationships among man's physiological needs, his social-cultural system, his food, and the significance of these relationships to the attainment of health.

115B (FN 115B). PERSPECTIVES IN HUMAN NUTRITION AND FOOD

Fall and spring. Credit three hours. S U grades optional. Prerequisite or concurrent registration in HNF 115A. Mrs. Devine and Mrs. Hutton. Lecture, F 2:30. Laboratories, M W 2:30-4:25, T Th 10:10-12:05 (two sections), or 2:30-4:25.

Criteria for evaluating man's practice of the science of food and nutrition. Laboratory includes an introduction to the physiochemical properties of food and the relationship of these properties to preparation techniques and food quality. Some meal preparation, focused on satisfying man's nutritional needs, and the management of money and time are included.

202 (FN 202). UNDERGRADUATE SEMINAR IN NUTRITION

Fall. Credit one hour. Prerequisite HNF 115A. S U grades optional. Mrs. Snook. F 10:10. Registration limited to ten students; time may be arranged for additional sections if needed.

A survey and critical evaluation of literature dealing with topics of current interest in nutrition. Students will be oriented to basic scientific principles underlying each topic discussed.

222 (FN 322). MATERNAL AND CHILD NUTRITION

Fall and spring. Credit three hours. S U grades optional. Prerequisite, HNF 115A. HNF majors electing this course must do so before taking HNF 332. Miss Newman. M W F 1:25.

Family nutrition with special emphasis upon the nutritional needs of the mother and child. Relation of nutrition to physical growth.

246 (FN 246). INTRODUCTION TO THE SCIENCE OF FOOD

Spring. Credit four hours. S U grades optional. Prerequisites, HNF 115B and a college course in organic chemistry or biochemistry. Misses Armbruster, Hester, and Mr. Pichel. Lecture, WF 9:05. Laboratory, T Th 9:05–11:30 or 2–4:25.

A study of (a) the colligative properties of solutions; (b) colloidal systems—sols, gels, foams, and emulsions; (c) physical and chemical properties of the major groups of foods, the effect of basic methods of food preparation and preservation on these properties, and their relation to food quality (especially color, flavor, and texture). Laboratory experience in comparative cookery provides an introduction to the experimental study of food and illustrates the functions of ingredients and effect of treatment on food quality.

300. SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

325A (FN 325A). SOCIOCULTURAL ASPECTS OF FOOD AND NUTRITION

Fall and spring. Credit three hours. S U grades optional. Prerequisites, FN 115A and a college course in psychology or sociology. Mrs. Giff. M W F 9:05.

A study of human behavior in relation to food to include: the nature of human well-being with regard to food; the psychological, economic, and cultural influences affecting food consumption patterns of groups and individuals; the problems inherent in change; and some implications of this knowledge in designing effective nutrition education programs. The presentation takes cognizance of areas where there is a research basis for our knowledge as well as those areas where information has been acquired pragmatically.

325B (FN 325B). SOCIOCULTURAL ASPECTS OF FOOD AND NUTRITION

Fall and spring. Credit one hour. S U grades optional. Prerequisite, FN 115B. Concurrent registration in FN 325A is required. Mrs. Giff. Laboratory, T or Th 1:25–3:50.

A study of food consumption patterns of certain cultures, as influenced by the variables of availability and acceptability, is pursued in class discussion, individual projects, and laboratory preparation of typical foods. Some attention will be given to patterns characteristic of the less advantaged groups in these cultures.

332 (FN 332). PRINCIPLES OF HUMAN NUTRITION

Spring. Credit three hours. S U grades optional. Prerequisites, FN 115A and



An Honors student working in a research laboratory.

a college course in biochemistry and in physiology. Miss Newman. T Th 9:05-10:30.

Principles of nutrition as they relate to energy metabolism, proteins, fats, minerals, and vitamins. Use of professional literature to acquaint the student with considerations involved in the application of nutrition information to human nutrition problems, to illustrate methods used in studying nutrition, and to provide experience in interpretation of scientific reports.

378 (IM 220, 241). FOOD PROCUREMENT IN QUANTITY

Fall. Credit three hours. S U grades optional. Prerequisite, HNF 246. M W F 10:10.

Methods of purchasing, sources, standards of quality, and the care and storage of various categories of food commodities. An analysis of factors contributing to the total cost of food service systems and use of cost accounting information. Field trips. Estimated cost \$5.

388 (IM 327, 425). ORGANIZATION AND MANAGEMENT IN DIETETICS

Spring. Credit three hours. S U grades optional. Prerequisite, HNF 378. M W F 10:10.

The functions and techniques of organization and management in dietary departments. Resource planning including budgets, staff organization, job analysis, and principles of selection and layout of equipment. Field trip. Estimated cost \$5.

390 (FN 390). HONORS SEMINAR

Fall. Credit one hour. Open only to students admitted to the Human Nutrition and Food Honors program. Misses Hester and Morrison. F 12:20.

112 HUMAN NUTRITION AND FOOD

392 (FN 392). HONORS IN NUTRITION

Spring. Concurrent registration in HNF 332 required. Credit one hour. Open only to students in the Human Nutrition and Food Honors program. Time to be arranged.

395 (FN 395). HONORS IN FOOD AND NUTRITION

Fall and spring. Concurrent registration in HNF 325A required. Credit one hour. Open only to students in the Human Nutrition and Food Honors program. Time to be arranged.

400 (FN, IM 400). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

441 (FN 441). NUTRITION AND DISEASE

Fall. Credit three hours. S U grades optional. Prerequisite, HNF 332. Miss Rivers. M W F 8.

Study of the physiological and biochemical anomalies in certain diseases and the principles underlying nutritional therapy. Independent survey of the technical literature in this field. Some laboratory work on nutrient composition of food, physiological response to different diets, and methods to determine dietary patterns of individuals.

445 (FN 445). COMMUNITY NUTRITION AND HEALTH

Spring. Credit three hours. S U grades optional. Prerequisite, HNF 246 and 332, or permission of instructor. Miss Rivers. Lecture, T Th 10:10. Laboratory, F 1:25-4:25 or field work to be arranged.

Study of biological and environmental dimensions of human nutritional problems in contemporary society; and application of basic concepts of food and nutrition to the improvement of man's health, evaluation of federal, state, and community programs focused on improving man's nutrition. Laboratory work includes (a) developing materials for field studies and evaluation and (b) projects and field trips in nearby communities. Field experiences will be selected and developed to expose students to food and nutrition problems of man over his entire life span from infancy to old age. Estimated cost \$5.

446A (FN 446). SCIENCE OF FOOD

Fall. Credit three hours. S U grades optional. Prerequisite, HNF 246 and a college course in biochemistry which may be taken concurrently. Misses Hester and Armbruster and Mr. Pichel. T Th S 9:05.

The relation to food quality of (a) rheological properties of food systems, (b) oxidation and reduction reactions, (c) enzymatic and nonenzymatic browning. Physical and chemical factors accounting for the color, flavor, and texture of natural and processed foods.

446B (FN 446). SCIENCE OF FOOD, LABORATORY

Fall. Credit one hour. S U grades optional. Prerequisite or concurrent, HNF 446A. Miss Armbruster. Laboratory, T 2-4:25.

Laboratory experiments designed to illustrate the effect of varying ingredients and treatment on the quality characteristics of food products. Objective testing methods are used to determine food quality characteristics.

446C (FN 447). SCIENCE OF FOOD, LABORATORY

Fall. Credit one hour. S U grades optional. Prerequisite or concurrent, HNF 446A. Mr. Pichel. Laboratory, Th 1:25-4:25.

Laboratory experiments designed to illustrate (a) the physiochemical behavior of colloidal systems; (b) chemical reactions of some food components; (c) effects of temperature, pH, moisture, inorganic salts and enzymes on physiochemical changes in natural foods, food components and food mixtures.

456 (FN 456). EXPERIMENTAL FOOD METHODS

Spring. Credit three hours. Prerequisite, HNF 446A. A course in statistics and HNF 446C are desirable but not required. Miss Armbruster. Laboratory, M W 1:25-4:25.

Application of the scientific method in the design and performance of experimental food problems and in the interpretation and evaluation of results. Evaluation of the use of instruments, chemical and sensory methods in the measurement of food properties. Independent laboratory problems.

478 (IM 329, 439). VOLUME FOOD PRODUCTION

Fall. Credit three hours. S U grades optional. Prerequisites, HNF 332 and 388, and BS 290A. M W F 2:30.

Menu planning and evaluation relative to production capacity cost, and nutritive quality. Food contamination and principles of sanitary handling and holding of ingredients and menu items. Techniques of processing and production scheduling in volume food production.

488 (IM 350). VOLUME FOOD PRODUCTION PRACTICE

Fall and spring. Credit two hours. S U grades optional. Prerequisite or concurrent, HNF 478 and permission of instructor. Time to be arranged. Practice assignments in food production requiring approximately five hours a week in addition to a conference hour. Students should reserve one five-hour block of time, preferably, 8-1.

Practice experiences will be arranged in one of the food service units on campus, in health care facilities and other community facilities for students to become familiar with quantity production and food service in an operating situation.

493 (FN 493). HONORS IN NUTRITION

Fall. Concurrent registration in HNF 441 required. Credit one hour. Open only to students in the Human Nutrition and Food Honors program. Time to be arranged.

496 (FN 496). HONORS IN FOOD

Fall. Concurrent registration in HNF 446A required. Credit one hour. Open only to students in the Human Nutrition and Food Honors program. Time to be arranged.



A student at work in a food science laboratory.

499 (FN 499). SENIOR HONORS PROBLEM

Fall and spring. Credit two to six hours. Open only to seniors in the Human Nutrition and Food Honors program. Hours to be arranged. Department faculty.

An independent literature, laboratory, or field investigation. The work should be spread over two semesters.

500 (FN or IM 500). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For graduate students recommended by their chairmen and approved by the instructor in charge for independent, advanced work. Experience in research laboratories in the Department may be arranged.

501-504. ADVANCED NUTRITION SERIES

A series of nutrition courses offered jointly by the Department of Human Nutrition and Food, College of Human Ecology; the Departments of Animal and of Poultry Science, College of Agriculture; and the Graduate School of Nutrition. Prerequisites, courses in nutrition, physiology, and biochemistry to include intermediary metabolism, or with permission of instructor.

501. PROTEINS AND AMINO ACIDS

Fall. Credit two hours. Miss Morrison. W F 10:10. Register in Human Nutrition and Food 501.

502. LIPIDS AND CARBOHYDRATES

Fall. Credit two hours. Mr. Bensadoun. T Th 11:15. Register in Poultry Science 502.

503. NUTRITIONAL ENERGETICS

Spring. Credit two hours. Mr. Reid. M W 10:10. Register in Animal Science 503.

504. MINERALS AND VITAMINS

Spring. Credit two hours. Mr. Scott. T Th 11:15. Register in Poultry Science 504.

512 (FN 512). NUTRITION AND GROWTH

Fall. Credit two hours. Prerequisite, FN 332 or permission of instructor. Miss Newman. W F 9:05.

Aspects of human physical and chemical growth of particular interest to nutritionists. Survey of methodology; comparison of individual growth patterns of selected body dimensions with group patterns; consideration of some of the variables, including diet, which influence growth.

514 (FN 514). READINGS IN NUTRITION

Spring. Credit three hours. Prerequisite, HNF 332 or permission of instructor. Mrs. Snook. T Th 11:15 and an additional hour to be arranged.

Critical review of literature on selected topics in the field of nutrition. Emphasis on human nutrition. Topics are changed each term so the course may be repeated for credit with permission of the instructor.

515 (FN 515). SEMINAR IN PERSPECTIVES OF HUMAN NUTRITION AND FOOD

Spring. Credit three hours. S U grades optional. Mrs. Devine. M W F 9:05 with an additional discussion period to be arranged.

An introduction to food and nutrition for graduate students who have had limited or no work in this area. The seminar utilizes the lecture and discussion of HNF 115A as a basis for supplementary readings and critical review of research on selected nutritional problems.

516. READINGS IN FOOD

Fall. Credit two hours. Prerequisite, HNF 446A or permission of instructor. Mr. Pichel. Time to be arranged.

Critical review of selected topics in the current literature. Emphasis on experimental data and basic scientific principles underlying modern theory and practice relative to food quality. Topics are changed each term so the course may be repeated for credit.

524 (FN 524). RESEARCH METHODS IN HUMAN METABOLIC STUDIES

Spring. Credit three hours. Prerequisites, HNF 332, laboratory experience in biochemistry or quantitative analysis, and permission of instructor. Miss Schwartz and Department faculty. Lecture and laboratory, T Th 1:25-4:25.

Principles of human metabolic research; experimental design of human studies; dietary considerations; methods of collecting and analyzing biological material; and evaluation. Laboratory will include planning and management of a metabolic study, collection and the appropriate analyses of blood, urine, and feces.

526 (FN 526). SPECIAL TOPICS IN FOOD

Spring. Credit one hour. T 1:25 or time may be arranged. Topics may be changed each year, so the course may be repeated for credit. For spring 1971 the topic is: An intensive study of the organic and physical behavior of starch, its granule structure, and the nature and behavior of the starch fractions. The technology and use of starch and the types of modified starches employed for specific purposes.

568. SPECIAL TOPICS IN DIETETICS

Fall. Credit two hours. Registration with permission of instructor. Miss Hopkins. T 11:15-1:10. Topics may be changed each year, so the course may be repeated for credit. For fall 1970 the topic is: consultation techniques for dietitians.

578 (IM 540). DATA PROCESSING APPLIED TO DIETARY DEPARTMENT ADMINISTRATION

Fall. Credit two hours. Prerequisite HNF 478 or permission of instructor. Th 11:15-1:10.

Includes an introduction to the fundamental elements and functions of data processing equipment; basic concepts of programming, development of programs for the procurement and issuing of food commodities, the processing of ingredients, and the scheduling of departmental resources as related to automatic data processing.

588 (IM 527). ADVANCED LAYOUT AND EQUIPMENT SELECTION FOR DIETARY DEPARTMENTS

Spring. Credit two hours. Prerequisite, HNF 388 or permission of instructor. Th 2:30-4:25.

Current trends in facilities and systems in dietary departments with projections for future development. Field trip. Estimated cost \$5.

599 (FN or IM 599). MASTER'S THESIS AND RESEARCH

Fall and spring. Credit and hours to be arranged. S U grades optional. Registration with permission of the instructor. Misses Armbruster, Hester, Mondy, Morrison, Newman, Rivers, Schwartz, and Young; Mrs. Devine, Mrs. Roe, and Mrs. Snook; and Mr. Lutwak.

605 (FN 605). SEMINAR IN HUMAN NUTRITION AND FOOD

Fall and spring. Credit one hour. Miss Rivers and Department staff. T 4:30.

In the fall semester primary emphasis will be given to nutrition and in the spring, to food science.

608 (IM 510). SEMINAR IN ADMINISTRATIVE DIETETICS

Spring. Credit one hour. W 3:35.

699 (FN 699). DOCTOR'S THESIS AND RESEARCH

Fall and spring. Credit and hours to be arranged. S U grades optional. Registration with permission of the instructor. Misses Armbruster, Hester, Mondy, Morrison, Newman, Rivers, Schwartz and Young; Mrs. Devine, Mrs. Roe, and Mrs. Snook; and Mr. Lutwak.

COURSES TO MEET UNIVERSITY REQUIREMENTS IN PHYSICAL EDUCATION

All undergraduate students must complete four terms of work in physical education.

The requirement in physical education is a requirement of the first four terms, and postponements are to be allowed only by consent of the Committee on Requirements for Graduation, through the representative in the Office of Records and Scheduling.

Exemptions from the requirement may be made by the University Faculty Committee on Requirements for Graduation when it is recommended by the Cornell medical staff or because of unusual conditions of age, residence, or outside responsibilities. Students who have been discharged from the armed forces may be exempted.

For students entering with advanced standing, the number of terms of physical education required is to be reduced by the number of terms which the student has satisfactorily completed, not necessarily including physical education, in a college of recognized standing.

REQUIRED ACTIVITIES: Basic Motor Skills and Elementary Dance. Individual Gymnastics is substituted when recommended by the medical or physical education staff. Each entering student is required to pass a swimming test or take beginning swimming.

OTHER ACTIVITIES: Apparatus, archery, badminton, basketball, bowling, canoeing, equitation, fencing, field hockey, figure skating, golf, judo, lacrosse, modern dance, riflery, senior life saving, skiing, square and folk dancing, swimming, tennis, volleyball, water safety instruction.

Consult the Department of Physical Education for information concerning elective courses in *Advanced Dance* for academic credit.

Index of Departments and Courses

Cross reference list of courses offered by former departments with new departmental designations: new courses; courses dropped.*

FORMER DEPARTMENTS

CDFR	Child Development and Family Relationships
CS	Counseling Service
FN	Food and Nutrition
HEE	Home Economics Education
HEM	Household Economics and Management
HD	Housing and Design
IM	Institution Management
TC	Textiles and Clothing

PRESENT DEPARTMENTS

AS	Academic Services
CSE	Community Service Education
CEPP	Consumer Economics and Public Policy
DEA	Design and Environmental Analysis
HDFS	Human Development and Family Studies
HNF	Human Nutrition and Food

COUNSELING SERVICE

Former Courses New Courses

CS 100	Dropped
CS 300	AS 300
CS 400	AS 400

INTERDEPARTMENTAL COURSES

Former Courses New Courses

Inter 312 and HEM 312	Inter 312
HEM 313	Inter 413
Inter 220	(DROPPED)
Inter 350	Inter 350
Inter 372	HDFS 372
Inter 376	HDFS 376
Inter 541	(DROPPED)

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS,

Former Courses New Courses

CDFR 115	HDFS 115
	HDFS 116 (new)
CDFR 141	HDFS 141
	HDFS 162 (new)
CDFR 162 and CDFR 262	HDFS 362
CDFR 211	HDFS 111

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS (cont.)

Former Courses New Courses

CDFR 212	HDFS 212
CDFR 225	HDFS 225
CDFR 300	HDFS 300
CDFR 302	HDFS 302
CDFR 311	(DROPPED)
CDFR 313	HDFS 313
CDFR 314	HDFS 314
CDFR 317	HDFS 317
CDFR 318	HDFS 318
CDFR 321	HDFS 321
CDFR 323	HDFS 323
CDFR 324	HDFS 324
CDFR 330	HDFS 230
CDFR 333	(DROPPED)
CDFR 334	HDFS 334
CDFR 335	HDFS 335
CDFR 342	HDFS 342
CDFR 343	HDFS 343
CDFR 352	(DROPPED)
CDFR 358	HDFS 358
CDFR 360	HDFS 360
CDFR 362	(DROPPED)
CDFR 363	HDFS 363
CDFR 364	HDFS 364
	HDFS 365 (new)

*Based on the 1968-69 *Announcement of the New York State College of Home Economics* and supplements to this issued by the Office of Records and Scheduling. No *Announcement* was published in 1969-70.

CHILD DEVELOPMENT AND
FAMILY RELATIONSHIPS (*cont.*)

<i>Former Courses</i>	<i>New Courses</i>
CDFR 372 and Inter 372	HDFS 372
CDFR 374	HDFS 374
CDFR 376 and Inter 376	HDFS 376
CDFR 377	(DROPPED)
	HDFS 390 (new)
CDFR 397	HDFS 397
CDFR 398	HDFS 398
CDFR 400	HDFS 400
CDFR 422	(DROPPED)
CDFR 423	(DROPPED)
CDFR 425	HDFS 425
	HDFS 426 (new)
CDFR 442	(DROPPED)
	HDFS 465 (new)
CDFR 500	HDFS 500
CDFR 501	HDFS 401
CDFR 502	(DROPPED)
CDFR 504	HDFS 504
CDFR 505	(DROPPED)
CDFR 511	HDFS 511
CDFR 514	HDFS 514
	HDFS 515 (new)
CDFR 517	HDFS 517
	HDFS 520 (new)
CDFR 522	HDFS 522
CDFR 523	HDFS 523
CDFR 524	HDFS 524
	HDFS 535 (new)
CDFR 537	(DROPPED)
	HDFS 540 (new)
CDFR 552	(DROPPED)
CDFR 560A	HDFS 560A
CDFR 560B	HDFS 560B
CDFR 562	HDFS 562
CDFR 563	HDFS 463
CDFR 568	HDFS 568
CDFR 574	HDFS 574
CDFR 599	HDFS 599
CDFR 606	(DROPPED)
CDFR 609	HDFS 609
CDFR 611	HDFS 611
CDFR 613	HDFS 613
CDFR 615	HDFS 615
CDFR 621	HDFS 621
CDFR 622	HDFS 622
CDFR 623	HDFS 623
CDFR 660	HDFS 660
CDFR 663	HDFS 663
CDFR 665	HDFS 665
CDFR 699	HDFS 699

FOOD AND NUTRITION

<i>Former Courses</i>	<i>New Courses</i>
FN 112	(DROPPED)
FN 115	(DROPPED)
FN 115A	HNF 115A
FN 115B	HNF 115B
FN 126	(DROPPED)
FN 202	HNF 202
FN 246	HNF 246
FN 300 and IM 300	HNF 300
FN 322	HNF 222
FN 325	(DROPPED)
FN 325A	HNF 325A
FN 325B	HNF 325B
FN 332	HNF 332
FN 390	HNF 390
FN 392	HNF 392
FN 395	HNF 395
FN 400 and IM 400	HNF 400
FN 441	HNF 441
FN 442	(DROPPED)
FN 445	HNF 445
FN 446	HNF 446A and HNF 446B
FN 447	HNF 446C
FN 456	HNF 456
FN 493	HNF 493
FN 496	HNF 496
FN 499	HNF 499
FN 500 and IM 500	HNF 500
FN 501	HNF 501
FN 512	HNF 512
FN 514	HNF 514
FN 515	HNF 515
FN 516	HNF 516
FN 524	HNF 524
FN 526A and FN 526B	HNF 526
	HNF 568 (new)
FN 599 and IM 599	HNF 599
FN 602	(DROPPED)
FN 605	HNF 605
FN 606	(DROPPED)
FN 699	HNF 699

HOUSING AND DESIGN

<i>Former Courses</i>	<i>New Courses</i>
HD 100	DEA 110
	DEA 111 (new)
HD 105	DEA 115

120 DEPARTMENTS AND COURSES

HOUSING AND DESIGN (*cont.*)

<i>Former Courses</i>	<i>New Courses</i>
HD 106	DEA 116
HD 147	CEPP 147
HD 148	CEPP 148
	DEA 150 (new)
HD 200	DEA 210
HD 201	DEA 262
HD 219 and HD 220A	DEA 261
HD 220	DEA 260
HD 220A and HD 219	DEA 261
HD 221	DEA 251
HD 222	DEA 252
	DEA 263 (new)
HD 300	DEA 300
HD 312	DEA 342
HD 313	DEA 343
	DEA 345 (new)
HD 321	DEA 361
HD 323	DEA 353
HD 325	DEA 365
	DEA 335 (new)
	DEA 463 (new)
	DEA 464 (new)
	DEA 465 (new)
HD 330	DEA 467
HD 345	CEPP 345
HD 350 and DEA 366	DEA 460
	DEA 350 (new)
HD 348	CEPP 348
HD 349	CEPP 349
	DEA 366 (new)
HD 399	(DROPPED)
HD 400	DEA 400 or CEPP 400
HD 401	(DROPPED)
HD 402	CEPP 442
HD 405	DEA 440
HD 415	DEA 499
HD 426 and 526	DEA 466
HD 439	DEA 489
HD 452	DEA 462
HD 499	CEPP 499
HD 500	DEA 500 or CEPP 500
HD 526 and 426	DEA 466
HD 540	CEPP 540
HD 541 and Inter 541	(DROPPED)
HD 542	CEPP 542
HD 545	CEPP 545
HD 546	CEPP 546

HOUSING AND DESIGN (*cont.*)

<i>Former Courses</i>	<i>New Courses</i>
HD 547	(DROPPED)
HD 548	CEPP 548
HD 549	CEPP 549
	DEA 555 (new)
HD 599	DEA 599 or CEPP 599
HD 600	CEPP 640
HD 601	(DROPPED)
HD 602	CEPP 501
HD 603	CEPP 643
HD 699	DEA 699 or CEPP 699

HOME ECONOMICS
EDUCATION

<i>Former Courses</i>	<i>New Courses</i>
HEE 240	CSE 240
HEE 300	CSE 300
HEE 340	CSE 340
HEE 400	CSE 400
HEE 410	CSE 410
HEE 411	CSE 411
	CSE 416 (new)
HEE 440	CSE 440
HEE 441	CSE 441
HEE 442	CSE 442
	CSE 443 (new)
HEE 500	CSE 500
HEE 540	CSE 510
HEE 549	CSE 584
HEE 555	CSE 550
HEE 559	CSE 590
HEE 580	CSE 580
HEE 590	CSE 570
HEE 599	CSE 599
HEE 550	CSE 690
HEE 661	CSE 571
HEE 662	CSE 572
HEE 663	CSE 673
HEE 670	CSE 675
HEE 699	CSE 699

HOUSEHOLD ECONOMICS AND
MANAGEMENT

<i>Former Courses</i>	<i>New Courses</i>
HEM 100	CEPP 100
HEM 220	DEA 230
HEM 260	CEPP 230
HEM 280	CEPP 311
HEM 300	CEPP 300
HEM 302	(DROPPED)
HEM 310	(DROPPED)

HOUSEHOLD ECONOMICS AND
MANAGEMENT (*cont.*)

<i>Former Courses</i>	<i>New Courses</i>
HEM 312	INTER 312
HEM 313	INTER 413
HEM 320	DEA 330
HEM 330	CEPP 330
HEM 332	(DROPPED)
HEM 340	CEPP 320
HEM 365	CEPP 465
HEM 370	CSE 325
HEM 395	CEPP 355
HEM 400	CEPP 400
	CEPP 472 (new)
	CEPP 480 (new)
HEM 500	CEPP 500
HEM 501	CEPP 501
	CEPP 530 (new)
	CEPP 571 (new)
HEM 597	CEPP 597
HEM 599	CEPP 599
HEM 619	CEPP 519
HEM 620	DEA 530
HEM 632	(DROPPED)
HEM 640	CEPP 640
HEM 650	DEA 550
HEM 652	CEPP 511
HEM 689	CSE 579
HEM 698	CEPP 658
HEM 699	CEPP 699

INSTITUTION MANAGEMENT

<i>Former Courses</i>	<i>New Courses</i>
IM 106	(Dropped)
IM 220	HNF 378
IM 241	HNF 378
IM 300	HNF 300
IM 327	HNF 388
IM 329	HNF 478
IM 350	HNF 488
IM 400	HNF 400
IM 419	(Dropped)
IM 425	HNF 425
IM 439	HNF 478
IM 500	HNF 500
IM 510	HNF 608
IM 519	(Dropped)
IM 520	(Dropped)
IM 525	(Dropped)
IM 527	HNF 588
IM 528	(Dropped)
IM 529	(Dropped)
IM 540	HNF 578
IM 599	HNF 599

TEXTILES AND CLOTHING

<i>Former Courses</i>	<i>New Courses</i>
TC 151	DEA 145
	DEA 150 (new)
TC 152	(DROPPED)
TC 170	(DROPPED)
TC 175	DEA 135
TC 176	(DROPPED)
TC 215	(DROPPED)
TC 272	(DROPPED)
TC 300	DEA 300
TC 311	(DROPPED)
TC 333	CEPP 333
TC 334 and	
TC 434	(DROPPED)
	DEA 335 (new)
	DEA 340
TC 350	
TC 375 and	
TC 475	DEA 235
TC 398	DEA 378
TC 400	DEA 400
TC 431	DEA 451
TC 432	DEA 452
TC 433	(DROPPED)
TC 434 and	
TC 334	(DROPPED)
	DEA 438 (new)
TC 445	(DROPPED)
TC 451 and	
TC 551	DEA 560
	DEA 455 (new)
TC 455 and	
TC 555	DEA 565
TC 475 and	
TC 375	DEA 235
TC 476	DEA 436
TC 477	DEA 437
TC 498	DEA 479
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TC 533	(DROPPED)
TC 534	(DROPPED)
	DEA 538 (new)
TC 551 and	
TC 451	(DROPPED)
TC 555 and	
TC 455	(DROPPED)
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TC 590	DEA 520
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